



RAMSHOBHA COLLEGE OF EDUCATION

NAAC ACCREDITED GRADE B+

(Recognised by NCTE, New Delhi & Affiliated to V.B.U, Hazaribagh/JAC, Ranchi, Jharkhand)
At-Bankheta, NH-33, P.O.-Chuttupalu, P.S.-Ramgarh, Dist-Ramgarh, Jharkhand, Pin -835219
E-mail ID: ramshobha.education@gmail.com Mobile no. 7763810001

STUDENTS FEEDBACK FORM 2022-2024



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INTRODUCTION:-

Ramshobha College of education is situated in Bankheta, chuttupalu, Ramgarh, Jharkhand. It is affiliate with Vinoba Bhawe University, Hazaribag, Jharkhand. The college offer course like B.Ed. at Graduation level. Presently, over 200 students are studying in college. The internal quality assurance cell (IQAC) of the betterment of student learning experiences. In order to analyze the lag areas of the college and scope for further improvement, feedback from various stakeholders have been received. This report focuses on the feedback of students on syllabus and teachers.

DATA COLLECTION AND ANALYSIS

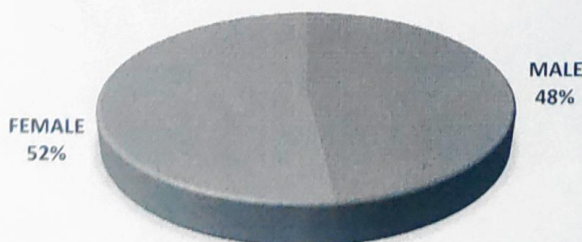
An effort was made to receive feedback from all students of the college. For this purpose, a feedback form was filled by the B.Ed. students of session 2022-2024 during their teaching practice at the different schools. Total 100 forms were given to students and out of which 74 responses have been received. In order to comprehensive results, useful statistical tools like item wise percentage analysis has been used. For the effective presentation of the data various type of graphs, pie- charts, histogram have been used.


STUDENTS FEEDBACK

STUDENT PROFILE

Students of B.Ed. session 2022-2024. As explained earlier total 74 responses have been collected from the students out of which 48% male and 52% were female. The following pie chart depict the gender wise classification in graphical manner.

GENDER WISE CLASSIFICATION OF STUDENT RESPONDENTS




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RAMGARH (JHARKHAND)



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A. Course Feedback

1. Depth of the course content including

The depth of course content refers to the comprehensiveness and detail with which a topic or subject is explored within a course. Here the responses were received in the form of percentage i.e. 70% Very Good, 29% Good, and 1% Satisfactory.

DEPTH OF THE COURSE CONTENT INCLUDING




2. Extent of coverage of course

The extent of coverage in a course refers to the breadth and depth of topics and material included within the course content. Here the responses were received in the form of percentage i.e. 41% Very Good, 53% Good, and 6% Satisfactory.

EXTENT OF COVERAGE OF COURSE



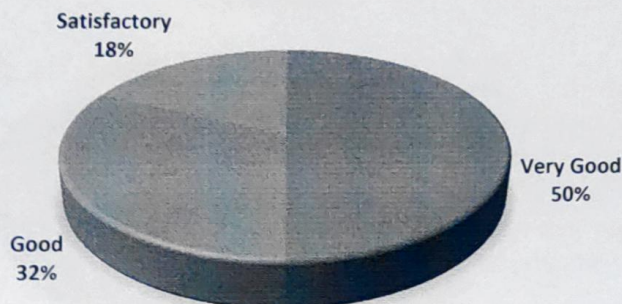

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3. Applicability/ relevance to real life situations

The applicability or relevance of a concept, skill or knowledge to real- life situations refers to how useful and applicable it is in practical, everyday contexts. Here the responses were received in the form of percentage i.e. 50% Very Good, 32% Good, and 18% Satisfactory.

APPLICABILITY/ RELEVANCE TO REAL LIFE SITUATIONS




4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)

Learning provide significant value knowledge, understanding of concepts, manual skills, analytical abilities and broadening perspectives. Here the responses were received in the form of percentage i.e. 69% Very Good, 30% Good, and 1% Satisfactory.

LEARNING VALUE (IN TERMS OF KNOWLEDGE, CONCEPTS, MANUAL SKILLS, ANALYTICAL ABILITIES AND BROADENING PERSPECTIVES)




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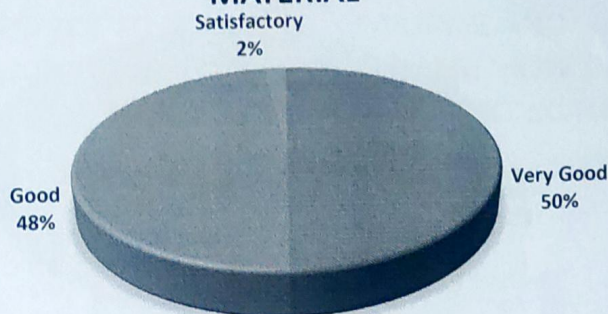
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5. Clarity and relevance of textual reading material

Learning provide clarity and relevance are crucial for effective communication in textual reading material. Here the responses were received in the form of percentage i.e. 50% Very Good, 48% Good, and 2% Satisfactory.

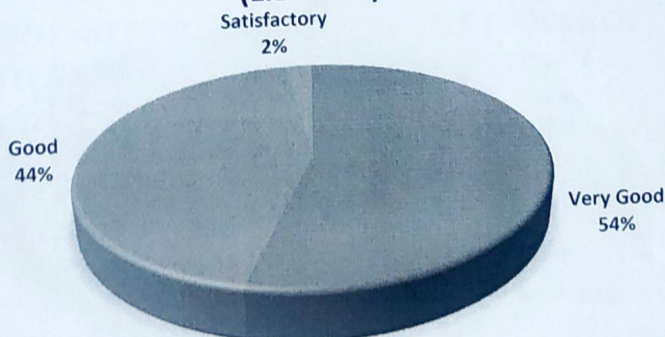
CLARITY AND RELEVANCE OF TEXTUAL READING MATERIAL

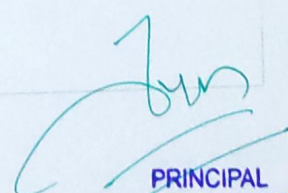


6. Relevance of additional source material (Library)

Additional source material is relevant provide a broader understanding of your topic, supports or refutes your arguments or provides alternative perspectives. Here the responses were received in the form of percentage i.e. 54% Very Good, 44% Good, and 2% Satisfactory.

RELEVANCE OF ADDITIONAL SOURCE MATERIAL (LIBRARY)




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7. Extent of effort required by students

The extent of effort required by students is multifaceted and varied depending on factors like individual learning styles, subject matter and academic goals. Here the responses were received in the form of percentage i.e. 44% Very Good, 54% Good, and 2% Satisfactory.

EXTENT OF EFFORT REQUIRED BY STUDENTS



8. Overall rating

Overall rating provided by all students. Here the responses were received in the form of percentage i.e. 56% Very Good, 41% Good, and 3% Satisfactory.

OVERALL RATING



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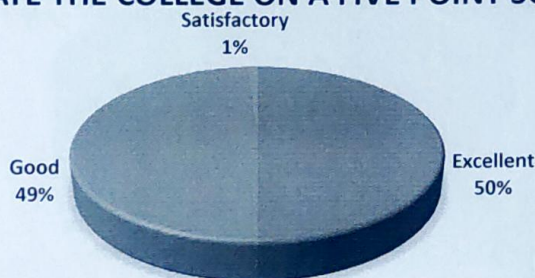
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B. TEACHING – LEARNING AND EVALUATION FEEDBACK

Considering all your experiences with respect to teaching –learning and evaluation process in the college how do you rate the college on a five point scale?

Here the responses were received in the form of percentage i.e. 50% Excellent, 49% Good, and 1% Satisfactory.

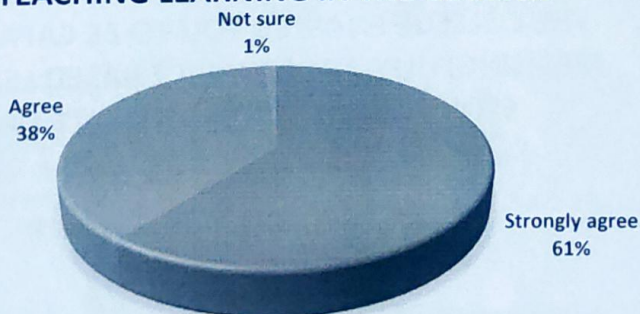
**CONSIDERING ALL YOUR EXPERIENCES WITH
RESPECT TO TEACHING –LEARNING AND
EVALUATION PROCESS IN THE COLLEGE HOW DO
YOU RATE THE COLLEGE ON A FIVE POINT SCALE?**



1. You got an exposure to multiple modes of teaching learning in the college

The teaching learning process provides a framework for acquiring knowledge, developing skills and shaping attitudes. Here the responses were received in the form of percentage i.e. 61% strongly agree, 38% Agree, and 1% Not sure.

**YOU GOT AN EXPOSURE TO MULTIPLE MODES OF
TEACHING LEARNING IN THE COLLEGE**

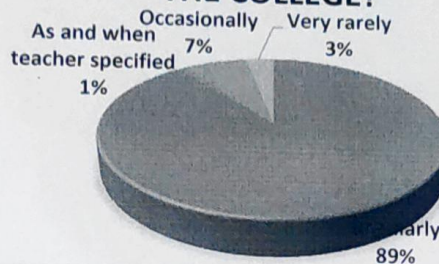




2. Did you get opportunity to learn through internet based sources during your stay in the college?

Student's opportunity to learn through internet based sources platforms and resources including educational videos and interactive tools during in the college. Here the responses were received in the form of percentage i.e. 89% regularly, 7% occasionally, and 3% Very rarely.

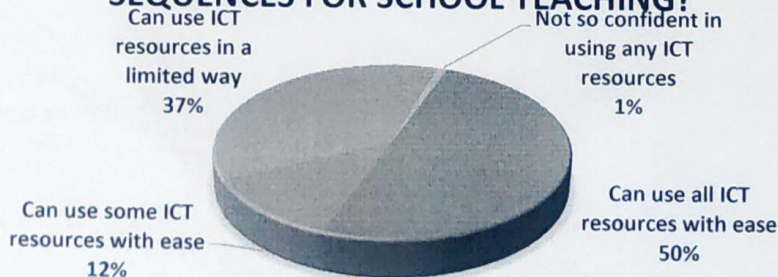
DID YOU GET OPPORTUNITY TO LEARN THROUGH INTERNET BASED SOURCES DURING YOUR STAY IN THE COLLEGE?



3. To what extent did the teaching learning in the college enabled you to be capable of meaningfully adopting ICT based learning sequences for school teaching?

The teaching learning in the college enabled to the capable of meaningfully adopting ICT based learning sequences for school teaching. Here the responses were received in the form of percentage i.e. 50% Can use all Ict resources with ease , 37% Can use Ict resources in a limited way, and 12% Can use some ICT resources with ease.

TO WHAT EXTENT DID THE TEACHING LEARNING IN THE COLLEGE ENABLED YOU TO BE CAPABLE OF MEANINGFULLY ADOPTING ICT BASED LEARNING SEQUENCES FOR SCHOOL TEACHING?



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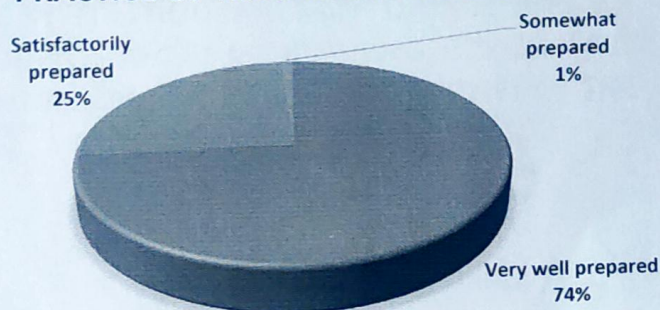
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4. How well you were “prepared” for the practice of teaching in schools?

To effectively prepare for teaching practice, lesson planning, building relationships with students and colleagues and reflecting on their own teaching practices. Here the responses were received in the form of percentage i.e. 74% Very well prepared, 25% satisfactorily prepared, and 1% somewhat prepared.

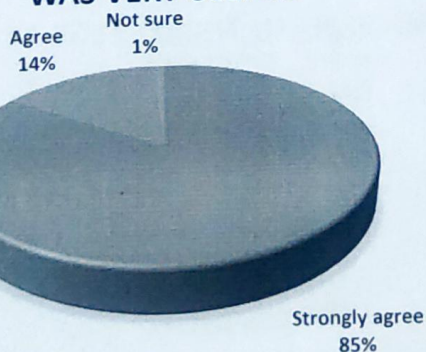
HOW WELL YOU WERE “PREPARED” FOR THE PRACTICE OF TEACHING IN SCHOOLS?



5. My experience in school during internship was very useful

An internship experience in school can be extremely beneficial, offering practical skills, career exploration, and valuable networking opportunities, ultimately leading to a strong foundation for future success. The response indicated that in percentage terms, 85% strongly agree, 14% agree and 1% not sure.

MY EXPERIENCE IN SCHOOL DURING INTERNSHIP WAS VERY USEFUL

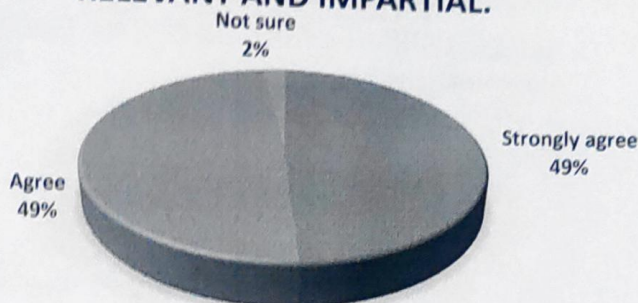




6. The internal evaluation in the college was relevant and impartial.

Internal college evolution, as viewed through a relevant and impartial lens, encompasses ongoing changes within the institution itself, focusing on factors like curriculum updates, faculty development, and student support services. The response indicated that in percentage terms, 49% strongly agree, 49% agree and 2% not sure.

THE INTERNAL EVALUATION IN THE COLLEGE WAS RELEVANT AND IMPARTIAL.



7. Overall qualities of teaching and evaluation processes in the college are good?

The teaching, learning, and evolution processes in the college are generally positive, fostering a strong emphasis on student growth and development. Key elements include a supportive learning environment, critical thinking skills development, micro teaching skills and continuous improvement in teaching practices. The response indicated that in percentage terms, 72% strongly agree and 28% agree.

OVERALL QUALITIES OF TEACHING AND EVALUATION PROCESSES IN THE COLLEGE ARE GOOD?





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8. The institution makes efforts to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

Engaging students in monitoring, reviewing, and improving the teaching-learning process is a key aspect of continuous quality improvement in higher education institutions. Institutions use methods like student satisfaction surveys and feedback mechanisms to get student input and ensure that the learning environment is effective and meets student needs. The response indicated that in percentage terms, 51% strongly agree, 48% agree and 1% strongly disagree.

THE INSTITUTION MAKES EFFORTS TO ENGAGE STUDENTS IN THE MONITORING, REVIEW AND CONTINUOUS QUALITY IMPROVEMENT OF THE TEACHING LEARNING PROCESS.

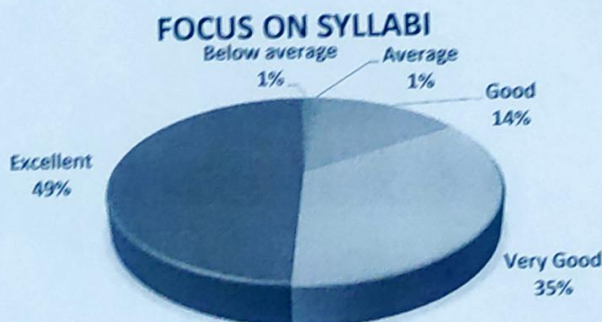


C. TEACHER FEEDBACK BY STUDENTS

A. Subject command of teacher

1. Focus on Syllabi

Teachers focus on syllabi to clearly outline course content, expectations, and learning objectives for students. The response indicated that in percentage terms, 49% Excellent, 35% very good, 14% Good, 1% Average and 1% below average.





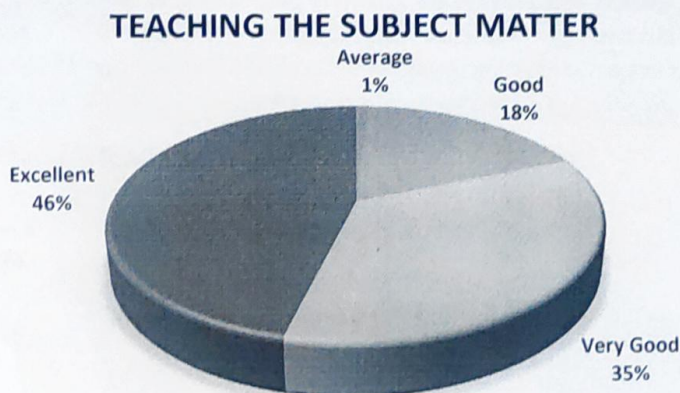
2. Communication skill

Effective teacher communication during classroom instruction involves being proficient in active listening, clear and concise speaking, using positive body language, and showing empathy toward student needs. The response indicated that in percentage terms, 42% Excellent, 45% very good, 12% Good and 1% Average.



3. Teaching the subject matter

Teaching subject matter involves not just delivering information, but also helping students develop intellectual resources to understand and participate in the subject's field. The response indicated that in percentage terms, 35% Excellent, 46% very good, 18% Good and 1% Average.





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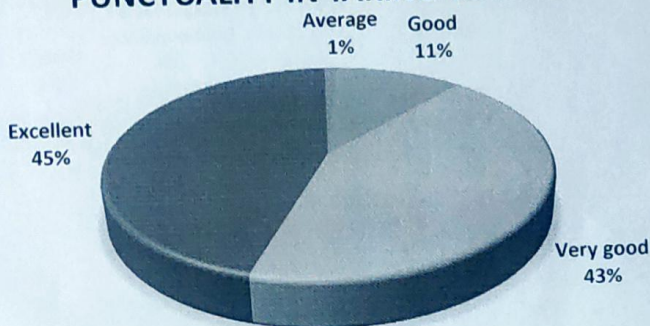
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B. Time management

1. Punctuality in taking classes

During classroom teaching, teachers should be punctual in taking their classes to ensure effective learning, maintain discipline, manage time efficiently, focus on student engagement, and complete the topic on time. The response indicated that in percentage terms, 45% Excellent, 43% very good, 11% Good and 1% Average.

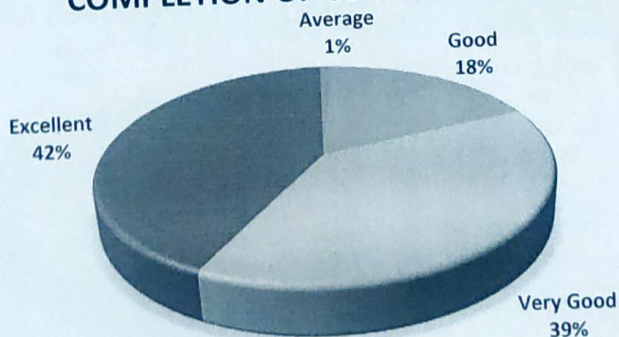
PUNCTUALITY IN TAKING CLASSES



2. Completion of course in time

During classroom completion of classes, a teacher typically facilitates learning by guiding, helping, and creating a conducive environment. They ensure students are actively involved in teaching and learning activities like group work, quizzes, or debates. The response indicated that in percentage terms, 42% Excellent, 39% very good, 18% Good and 1% Average.

COMPLETION OF COURSE IN TIME

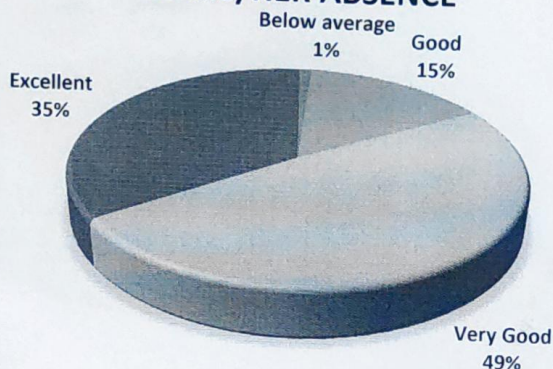




3. Proper alternate arrangement of Class in his/her absence

In a teacher's absence, the most common alternative arrangements involve assigning a substitute teacher or utilizing other staff members to supervise and manage the class. The response indicated that in percentage terms, 35% Excellent, 49% very good, 15% Good and 1% below average.

PROPER ALTERNATE ARRANGEMENT OF CLASS IN HIS/HER ABSENCE

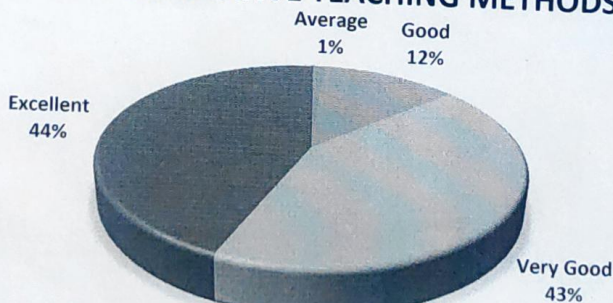


C. Methodology of teaching

1. Use of innovative teaching methods

These methods often incorporate technology, encourage collaboration, and promote critical thinking and problem-solving skills. Project-based methods are used by teachers during innovative teaching practices. The response indicated that in percentage terms, 44% Excellent, 43% very good, 12% Good and 1% below average.

USE OF INNOVATIVE TEACHING METHODS





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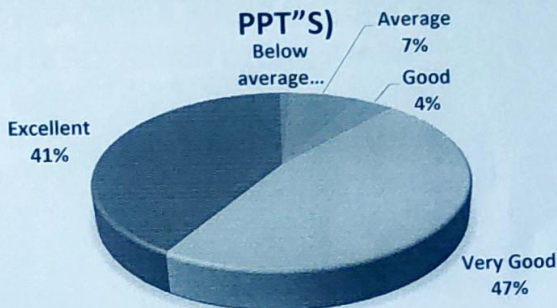
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2. Use of teaching aids(OHP, black board, PPT"s)

Teachers utilize smart board, PowerPoint presentations (PPTs), as teaching aids to enhance learning and make teaching more effective. Smart board are used for visual aids, note-taking, and student interaction, while PPTs offer visual presentations, animation, and can improve comprehension. The response indicated that in percentage terms, 41% Excellent, 47% very good, 4% Good, 7% Average and 1% below average.

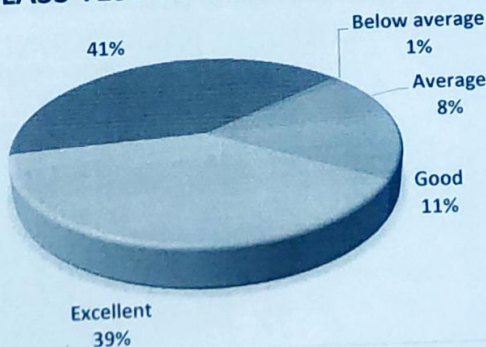
USE OF TEACHING AIDS(OHP, BLACK BOARD, PPT"S)



3. Show the Evaluated Answer Books of class test to the students

Teachers ensure transparency in the evaluation of all semester examination papers, providing regular updates to students. Teacher is providing feedback to the student about their performance, which can help them understand their strengths and weaknesses, and improve their learning. The response indicated that in percentage terms, 41% Excellent, 39% very good, 11% Good, 8% Average and 1% below average.

SHOW THE EVALUATED ANSWER BOOKS OF CLASS TEST TO THE STUDENTS





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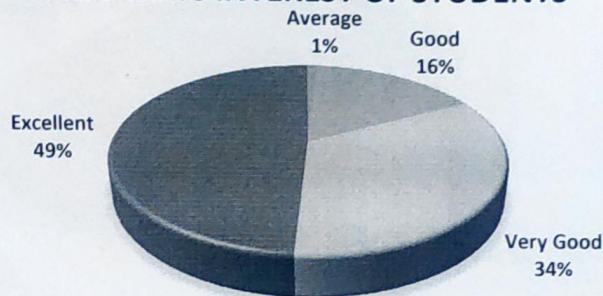


D. Teacher attitude

1. Provide various approach towards academic interest of students

Teacher's diverse approaches to foster academic interest in students, including engaging teaching methods, creating an interactive learning environment, and fostering a love for learning. These strategies aim to make learning more relevant, enjoyable, and personalized for each student. The response indicated that in percentage terms, 49% Excellent, 34% very good, 16% Good and 1% Average.

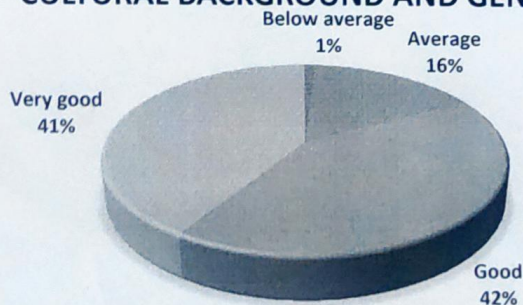
PROVIDE VARIOUS APPROACH TOWARDS ACADEMIC INTEREST OF STUDENTS



2. Helps student irrespective of ethnicity, cultural background and gender

Teachers help students irrespective of their ethnicity, cultural background, or gender because teachers possess proper knowledge that contributes to the overall development of students during the academic year. The response indicated that in percentage terms, 41% Excellent, 42% very good, 16% Good and 1% below average.

HELPS STUDENT IRRESPECTIVE OF ETHNICITY, CULTURAL BACKGROUND AND GENDER





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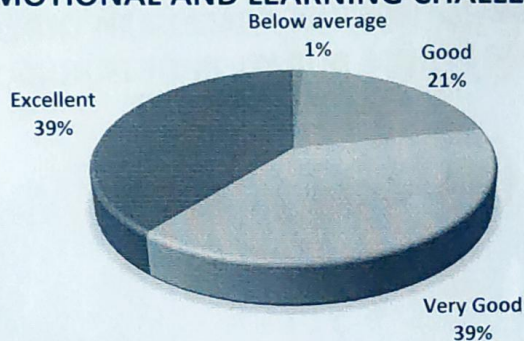
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3. Helps students facing physical, emotional and learning challenges

A teacher can help a student facing physical, emotional, and learning challenges by creating a supportive classroom environment, utilizing differentiated instruction, and collaborating with college resources. The response indicated that in percentage terms, 39% Excellent, 39% very good, 21% Good and 1% below average.

HELPS STUDENTS FACING PHYSICAL, EMOTIONAL AND LEARNING CHALLENGES

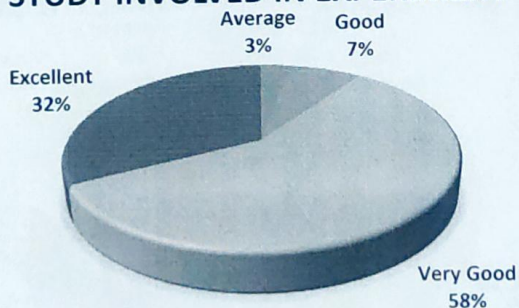


E. Laboratory interaction/ participation

1. Helps students in exploring the area of study involved in experiment

A teacher helps a student's exploration of an experimental area of study by guiding them through the process, answering questions, and providing materials or resources. This helps students develop their research skills, critical thinking, and understanding of the scientific method. The response indicated that in percentage terms, 32% Excellent, 58% very good, 7% Good and 3% Average.

HELPS STUDENTS IN EXPLORING THE AREA OF STUDY INVOLVED IN EXPERIMENT





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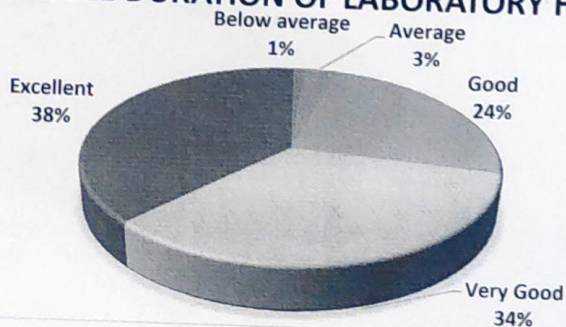
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2. Availability of teacher in the laboratory for whole duration of laboratory hours

A teacher's ability to effectively guide and support students throughout the entirety of laboratory hours depends on a combination of pedagogical content knowledge, general pedagogical knowledge, and laboratory management skills. The response indicated that in percentage terms, 38% Excellent, 34% very good, 24% Good, 3% Average and 1% below average.

AVAILABILITY OF TEACHER IN THE LABORATORY FOR WHOLE DURATION OF LABORATORY HOURS

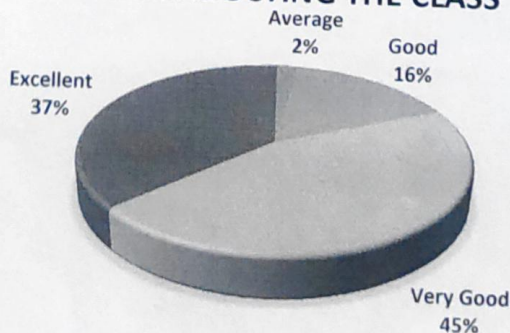


F. Class management & discipline

1. Mechanism in effectively controlling and conducting the class

Effective classroom management involves creating a structured, positive, and engaging learning environment through proactive planning, clear expectations, and consistent discipline. The response indicated that in percentage terms, 37% Excellent, 45% very good, 16% Good and 2% Average.

MECHANISM IN EFFECTIVELY CONTROLLING AND CONDUCTING THE CLASS





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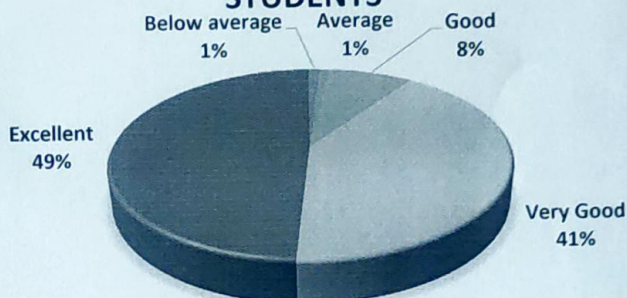
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2. Having a tendency of inviting opinion and questioning on subject matter from students

Teachers pay attention to inviting opinions and questions from students on the subject matter. They provide in-depth knowledge on the topics within their subject areas. The response indicated that in percentage terms, 49% Excellent, 41% very good, 08% Good, 1% Average and 1% below average.

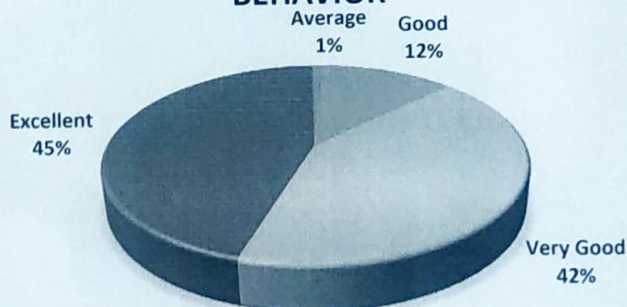
HAVING A TENDENCY OF INVITING OPINION AND QUESTIONING ON SUBJECT MATTER FROM STUDENTS



3. Skills of identifying inappropriate behavior

A teacher's skill in identifying inappropriate student behavior involves a combination of observation, understanding student needs, and utilizing effective strategies. This includes observing students in and out of class to identify potential issues and teaching students appropriate behaviors and social-emotional skills. The response indicated that in percentage terms, 45% Excellent, 42% very good, 12% Good, 1% Average.

SKILLS OF IDENTIFYING INAPPROPRIATE BEHAVIOR





D. students feedback for non- teaching staff

1. keep complete record of the work

To maintain a complete record of non-teaching staff work, it's crucial to have a system for tracking their daily tasks, performance, and any relevant documentation. This can involve using a combination of physical files and digital databases. The response indicated that in percentage terms, 53% superior and 47% good.

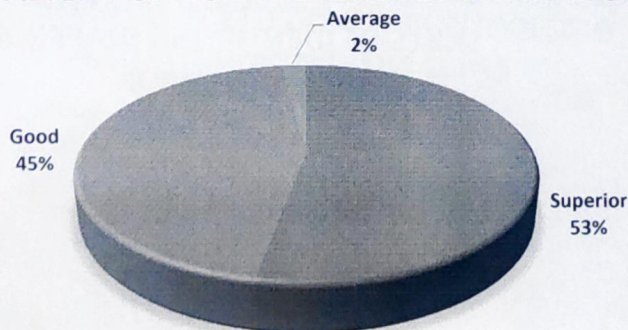
KEEP COMPLETE RECORD OF THE WORK



2. Pay attention to every details of the work

Non-teaching staff, organizations typically prioritize both regular attendance tracking and a general understanding of work responsibilities, rather than a detailed record of every single work activity. The response indicated that in percentage terms, 53% superior, 45% Good and 2% Average.

PAY ATTENTION TO EVERY DETAILS OF THE WORK





RAMSHOBHA COLLEGE OF EDUCATION

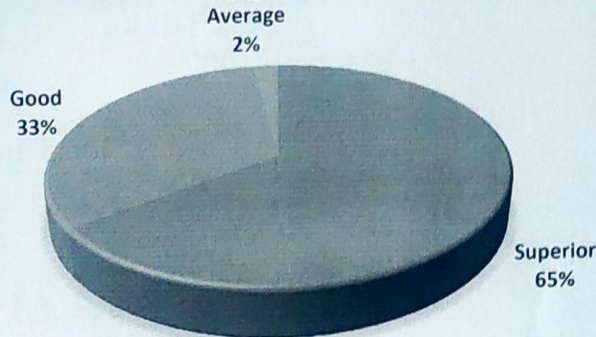
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3. Has desire to improve the performance of work

Non-teaching staff often have a desire to improve their performance and contribute more effectively to the institution. This desire can be driven by various factors, including a commitment to quality, a desire for career advancement, and a sense of pride in their work. The response indicated that in percentage terms, 64% superior, 32% Good and 2% Average.

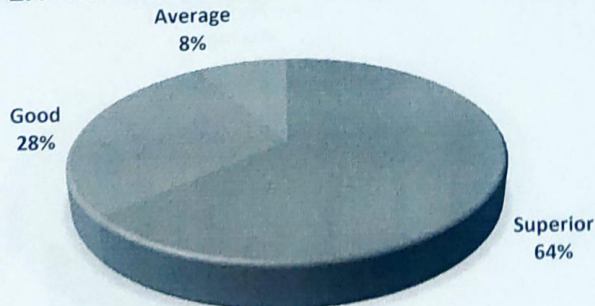
HAS DESIRE TO IMPROVE THE PERFORMANCE OF WORK



4. Has a good communication skill, organizes and expresses idea& information clearly

Non-teaching staff has a good communication skill, leading to better collaboration, organizes and expresses new idea and information clearly. The response indicated that in percentage terms, 64% superior, 28% Good and 8% Average.

HAS A GOOD COMMUNICATION SKILL, ORGANIZES AND EXPRESSES IDEA& INFORMATION CLEARLY

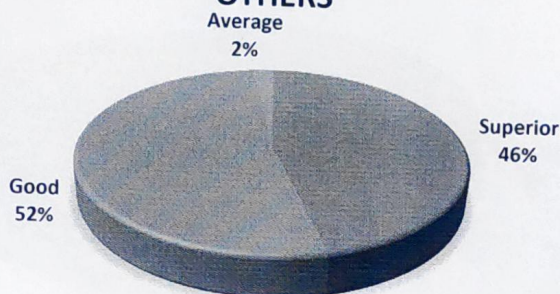




5. Is sensitive to the needs & capabilities of others

Non-teaching staff being insensitive to the needs and capabilities of others can negatively impact a school or institution's overall functioning and student outcomes. This can manifest in various ways, such as a lack of support for students' needs, indifference to staff development opportunities, or a general lack of awareness about the diverse needs of the student body. The response indicated that in percentage terms, 46% superior, 52% Good and 2% Average.

IS SENSITIVE TO THE NEEDS & CAPABILITIES OF OTHERS



6. Has pleasant manner & treats other with respect

Non-teaching staff exhibiting a pleasant manner and treating others with respect demonstrates good manners and a positive attitude, which are crucial for building strong relationships and creating a positive environment. The response indicated that in percentage terms, 56% superior, 42% Good and 2% Average.

HAS PLEASANT MANNER & TREATS OTHER WITH RESPECT





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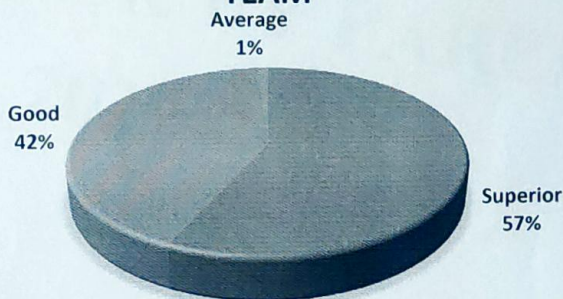
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7. Work on project as part of a team & exchange ideas with other members of the team

To work effectively on a project as part of a team and exchange ideas with non-teaching staff, establish clear communication channels, encourage open dialogue, and leverage collaboration tools. The response indicated that in percentage terms, 57% superior, 42% Good and 1% Average.

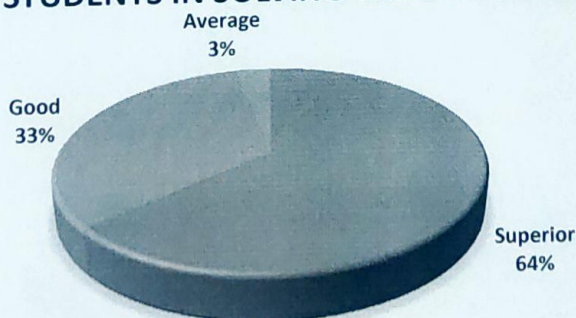
WORK ON PROJECT AS PART OF A TEAM & EXCHANGE IDEAS WITH OTHER MEMBERS OF THE TEAM



8. Help students in solving their problems

Non-teaching staff play a crucial role in supporting students by addressing a wide range of issues beyond academics. This includes providing administrative assistance, resolving technical problems, and offering guidance on various aspects of school life. The response indicated that in percentage terms, 64% superior, 33% Good and 3% Average.

HELP STUDENTS IN SOLVING THEIR PROBLEMS





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FEEDBACK BY PARENTS

2022-2024



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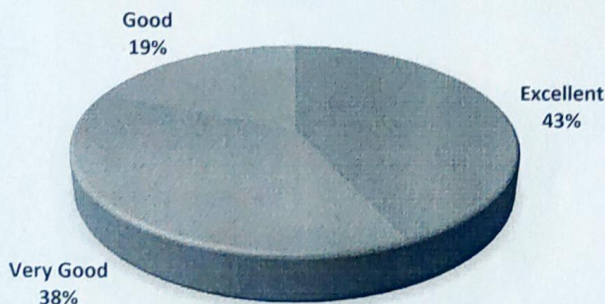
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1. The teaching learning environment

The teaching and learning process in college focuses on active and engaging learning experiences, including microteaching, practice teaching, the development of various skills, discipline, and the use of different methods during classroom interaction. The response indicated that in percentage terms, 43% Excellent, 38% very good and 19% Good.

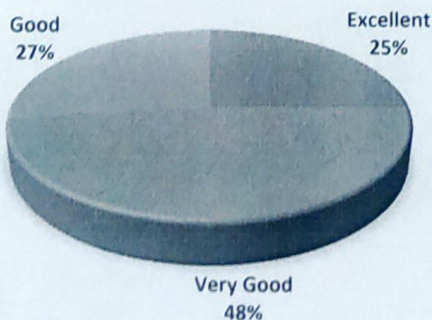
THE TEACHING LEARNING ENVIRONMENT



2. Competence and commitment of the faculty

Competence and commitment are crucial for faculty, significantly impacting their ability to effectively teach and contribute to the educational environment. Competence refers to the skills, knowledge, and abilities a faculty member possesses to perform their job duties, while commitment reflects their dedication and passion for teaching and their role within the college. The response indicated that in percentage terms, 48% very good, 27% Good, and 25% Excellent.

COMPETENCE AND COMMITMENT OF THE FACULTY





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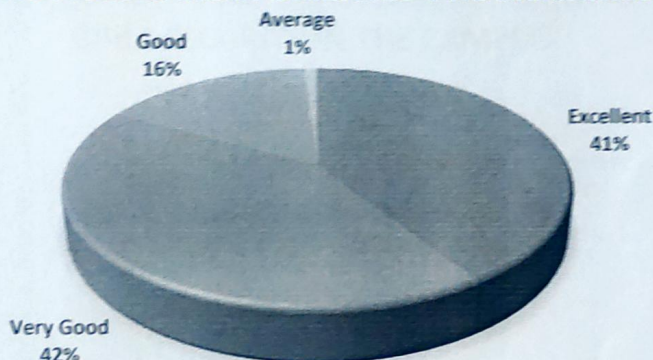
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3. Provides career oriented programmes

College offer career orientation programs. These programs aim to help students explore different career paths, develop job-seeking skills, and prepare for the workforce during the academic year. The response indicated that in percentage terms, 41% Excellent, 42% very good, 16% Good and 1% Average.

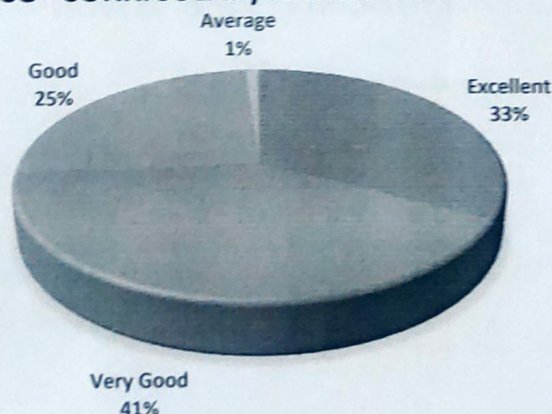
PROVIDES CAREER ORIENTED PROGRAMMES



4. Co- curricular/Sports activity

College often offer a variety of regularly scheduled co-curricular and sport activities to enhance students' overall development. These activities can include seminars, workshop, sports teams, performing arts groups, webinar, and more. The response indicated that in percentage terms, 33% Excellent, 41% very good, 25% Good and 1% Average.

CO- CURRICULAR/SPORTS ACTIVITY





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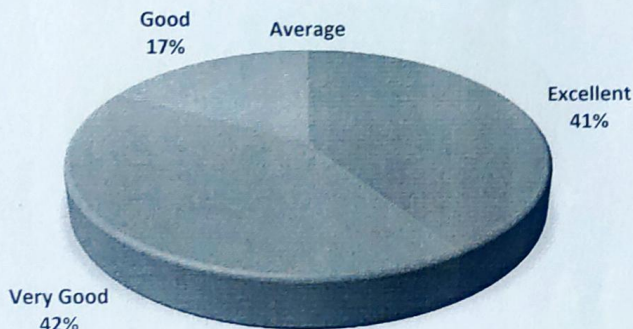
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5. Girls security in the campus

College provide security for girls on campus through various measures. This includes physical security like CCTV surveillance, well-lit areas, and security personnel, as well as addressing potential issues with counseling services and clear policies against sexual harassment. The response indicated that in percentage terms, 41% Excellent, 42% very good and 17% Good.

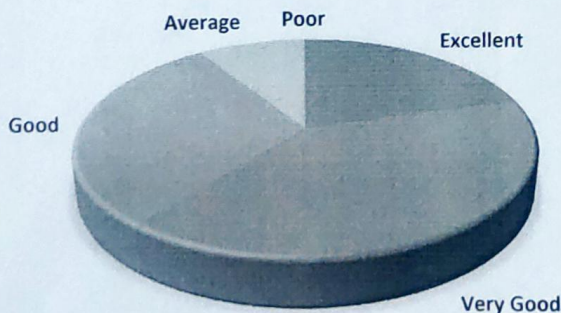
GIRLS SECURITY IN THE CAMPUS



6. Hostel & Mess facilities

College do provide hostel and mess facilities to their students. These facilities are often located on the college campus and offer a convenient and supportive living environment for students. The response indicated that in percentage terms, 21% Excellent, 40% very good, 30% Good and 9% Average.

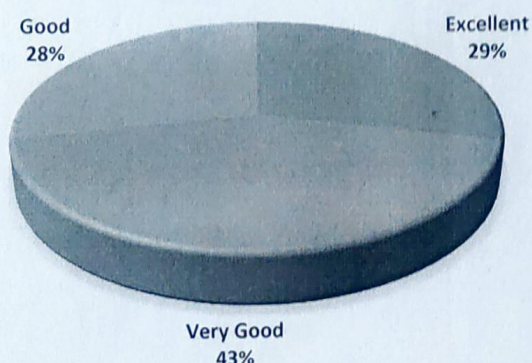
HOSTEL & MESS FACILITIES



7. Communication with teaching staff

Colleges provide communication between parents and teaching staff in various ways, such as parent-teacher meetings and other methods. Effective communication between parents and teachers fosters better educational ethics for students. The response indicated that in percentage terms, 29% Excellent, 43% very good and 28% Good.

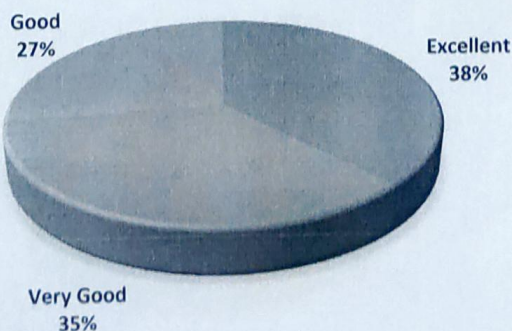
COMMUNICATION WITH TEACHING STAFF



8. Co-operation with teaching staff

Parent-teaching staff collaboration is crucial for a child's academic, social, and emotional growth. It involves parents and teachers working together through open communication, mutual respect, and shared decision-making to support student success. This collaboration benefits students by creating a supportive learning environment. The response indicated that in percentage terms, 38% Excellent, 35% very good and 27% Good.

CO-OPERATION WITH TEACHING STAFF





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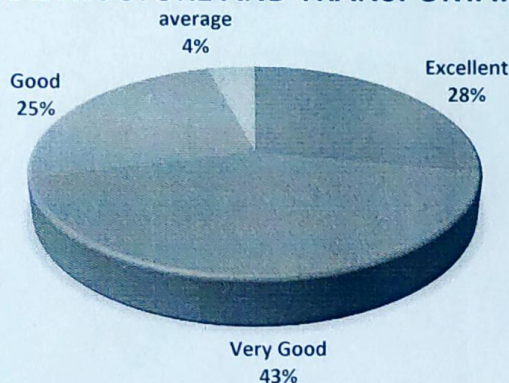
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9. Infrastructure and Transportation

College infrastructure encompasses the physical facilities and resources necessary for education and administration, while transportation infrastructure facilitates movement to and around the college. The response indicated that in percentage terms, 28% Excellent, 43% very good, 25% Good and 4% Average.

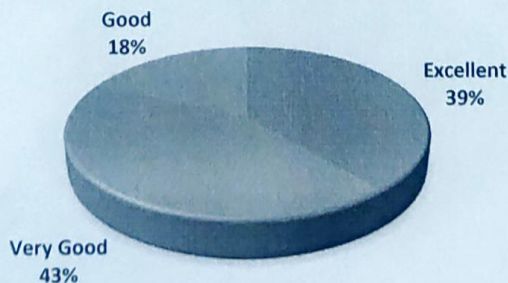
INFRASTRUCTURE AND TRANSPORTATION



10. Learning sources such as library, internet and computer

Learning resources such as the library, internet, and computers are available in the college. The library contains ncrt books, including curriculum-related books, journals, literature, language books, notes, newspapers, and more. Additionally, the ICT room is equipped with internet access and numerous computers. The response indicated that in percentage terms, 39% Excellent, 43% very good and 18% Good.

LEARNING SOURCES SUCH AS LIBRARY, INTERNET AND COMPUTER



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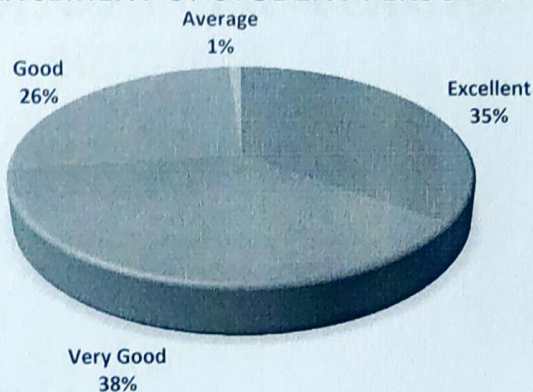
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11. Enhancement of student personality

Enhancement of student Personality development programs are organized by the college. These programs often focus on developing communication, leadership, and interpersonal skills, as well as building confidence and a positive attitude. The response indicated that in percentage terms, 35% Excellent, 38% very good, 26% Good and 1% Average.

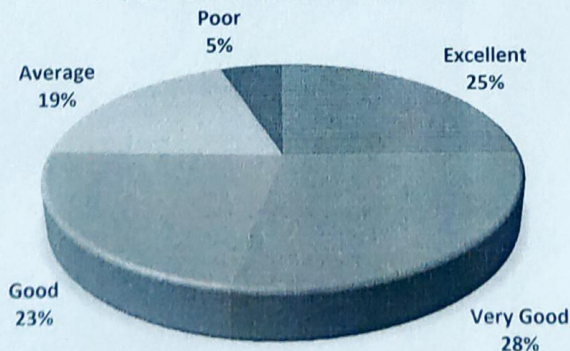
ENHANCEMENT OF STUDENT PERSONALITY



12. Support service like Bank, ATM, Cafeteria, Post Office & Laundry

The college provides support services in the cafeteria on campus during the academic year. These facilities offer a variety of food and beverage options, often at reasonable prices. The response indicated that in percentage terms, 25% Excellent, 28% very good, 23% Good, 19% Average and 5% Poor.

SUPPORT SERVICE LIKE BANK, ATM, CAFETERIA, POST OFFICE & LAUNDRY





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FEEDBACK OF PRACTICE TEACHING SCHOOL BY PUPIL TEACHER 2022-2024



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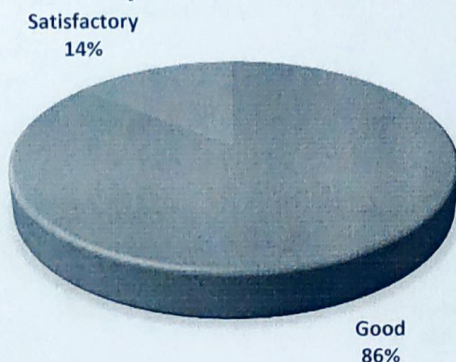
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E-mail ID: ramshobha.education@gmail.com Mobile no. 7763810001

1. Children/Student's discipline

The Pupil teachers indicated that the school students are very disciplined and cooperative, display good behavior, and remain student-centered and attentive during the teaching-learning process. The response indicated that, in percentage terms, 86% Good, and 14% satisfactory.

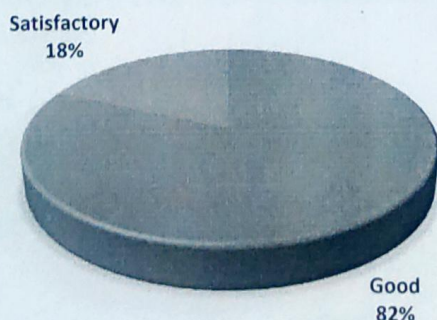
CHILDREN/STUDENT'S DISCIPLINE



2. Cooperation by the school principal

The pupil teachers indicated that the school principals demonstrate very good behavior, are cooperative and innovative, and actively support various school events such as cultural programs, assemblies, sports, and other activities. The response indicated that, in percentage terms, 82% Good, and 18% satisfactory.

COOPERATION BY THE SCHOOL PRINCIPAL



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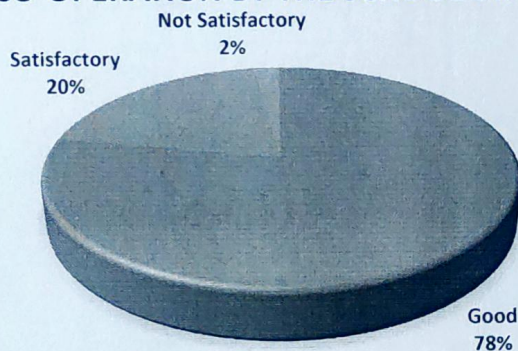
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3. Co-operation by the school staff

The school staff were very cooperative with the pupil teachers and provided great support, especially in organizing and participating in various school activities, including school timings, assemblies, class arrangements, and various events organized on the school campus. The response indicated that, in percentage terms, 78% Good, 20% satisfactory and 2% not satisfactory.

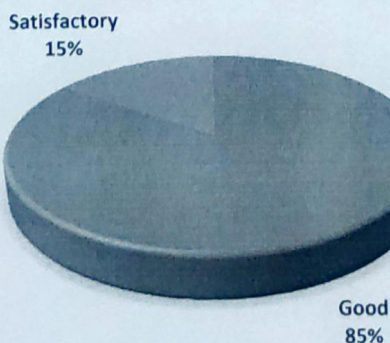
CO-OPERATION BY THE SCHOOL STAFF



4. Cooperation by the non-teaching staff

During practice teaching, the non-teaching staff were cooperative with the pupil teachers by assisting in maintaining daily attendance registers, properly recording various event activities, managing laboratory and library records, and helping maintain overall school records. The response indicated that, in percentage terms, 85% Good and 15% satisfactory.

COOPERATION BY THE NON-TEACHING STAFF





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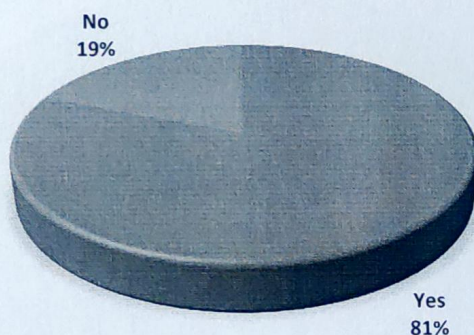
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5. Library Facility

During practice teaching, pupil teachers ensured that the school library provided students and teachers with access to a variety of resources, including books, journals, magazines, and digital materials, to support learning, research, and recreational reading. The response indicated that, in percentage terms, 81% yes and 19% No.

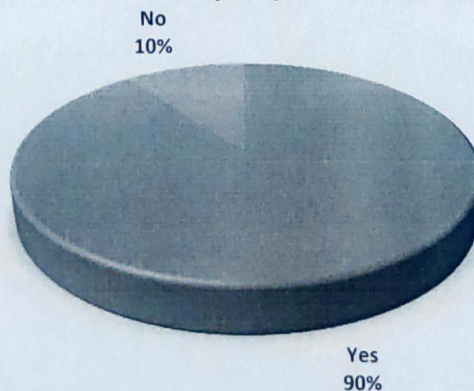
LIBRARY FACILITY



6. Laboratories/ICT/I.T Available

ICT labs, laboratories and IT are often available in schools during practice teaching. These labs provide student teachers with access to digital tools and resources, enabling them to integrate technology into their lesson plans and teaching methods. The response indicated that, in percentage terms, 90% yes and 10% No.

LABORATORIES/ICT/I.T AVAILABLE





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7. Canteen facilities in school campus

School campuses typically have canteen facilities available or not available during practice teaching, and these facilities are usually open during the school day. The response indicated that, in percentage terms, 46% yes and 54% No.

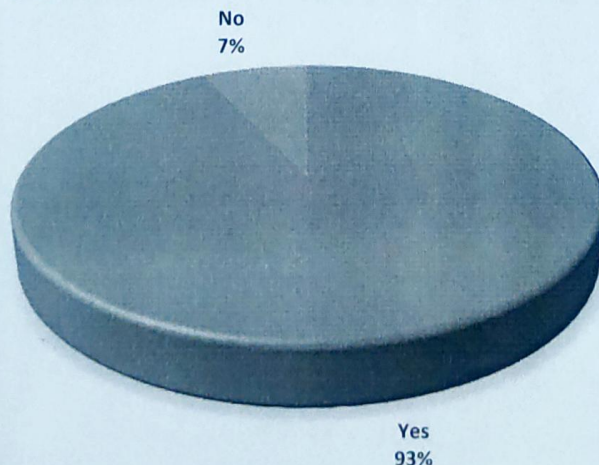
CANTEEN FACILITIES IN SCHOOL CAMPUS



8. Drinking water facilities in school

Drinking water facilities in the school campus are available through various sources such as wells (kuan), hand pumps (chapakal), borewells, and taps (nal), which is a notable achievement for the school campus. The response indicated that, in percentage terms, 93% yes and 07% No.

DRINKING WATER FACILITIES IN SCHOOL





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9. Stationary shop in school campus

Stationery shops in the school campus were reported as available or not available based on the responses given by pupil teachers during their practice teaching. The response indicated that, in percentage terms, 28% yes and 72% No.

STATIONARY SHOP IN SCHOOL CAMPUS





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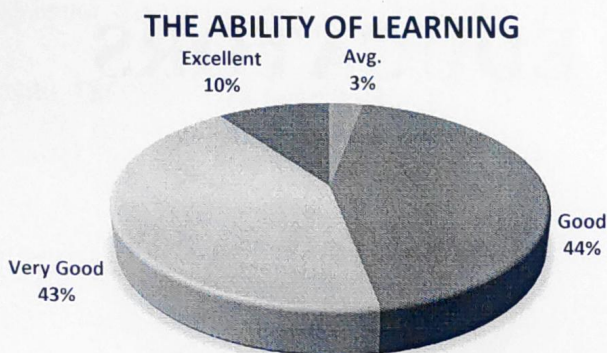
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FEEDBACK BY TEACHER EDUCATORS 2022-2024



1. The ability of learning

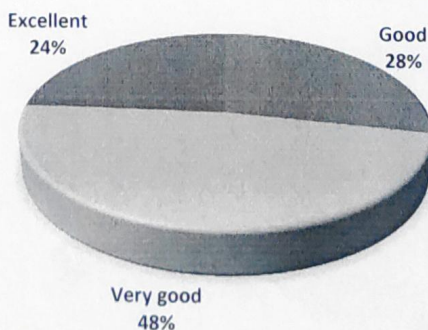
Educators demonstrate the ability to learn during classroom teaching, just like students. This refers to the educator's capacity to acquire, process, retain, and effectively apply knowledge and skills. It includes the speed and flexibility with which they can grasp new information and use it in various teaching situations. The response indicated that in percentage terms, 43% very good, 44% Good, 10% excellent and 3% Average.



2. Punctuality and regularity in the classroom

Educators attend classrooms regularly and on time for teaching. They follow the curriculum, conduct their classes punctually, and complete the syllabus on time, which helps maintain continuity in students' learning. The response indicated that in percentage terms, 48% very good, 28% good and 24% excellent.

PUNCTUALITY AND REGULARITY IN THE CLASSROOM



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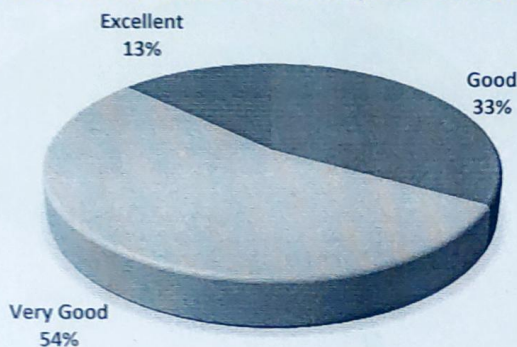
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3. Using Innovative Teaching practices

Innovative teaching practices involve educators adopting new and creative methods to enhance the learning experience for Pupil teachers. This includes incorporating technology, utilizing diverse teaching styles, and fostering student engagement through various strategies. The goal is to make learning more interactive, relevant, and engaging, ultimately leading to improved student outcomes. The response indicated that in percentage terms, 54% very good, 33% Good and 13% excellent.

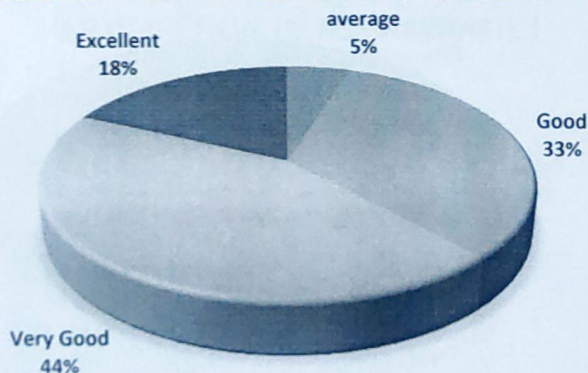
USING INNOVATIVE TEACHING PRACTICES



4. Presentation in seminar & workshop

Educators regularly participate in seminars and workshops organized in our college and other institutions, as per the academic calendar. They attend these sessions punctually and with dedication during college hours. The response indicated that in percentage terms, 44% very good, 33% Good, 18% excellent and 5% Average.

PRESENTATION IN SEMINAR & WORKSHOP

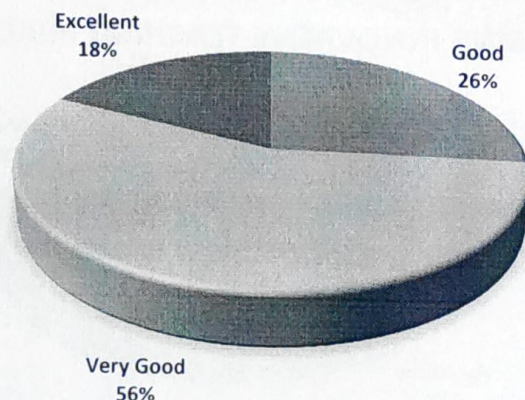




5. Demonstration of project work

Educators frequently demonstrate project work in the classroom to provide students with clear examples and guidance, particularly in project-based learning. This demonstration helps students understand the expectations, process, and desired outcomes of a project. The response indicated that in percentage terms, 56% very good, 26% Good and 18% excellent.

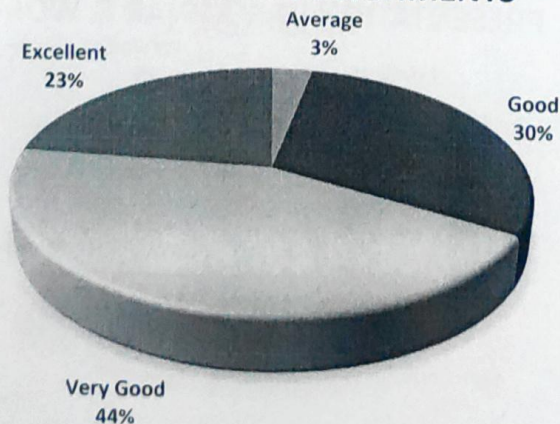
DEMONSTRATION OF PROJECT WORK



6. Submission of Assignments

Educators provide assignments and other activities based on the curriculum for all semesters. These are regularly assigned with punctuality, and students are expected to submit them on time during the academic year. The response indicated that in percentage terms, 44% very good, 30% Good, 23% excellent and 03% Average.

SUBMISSION OF ASSIGNMENTS



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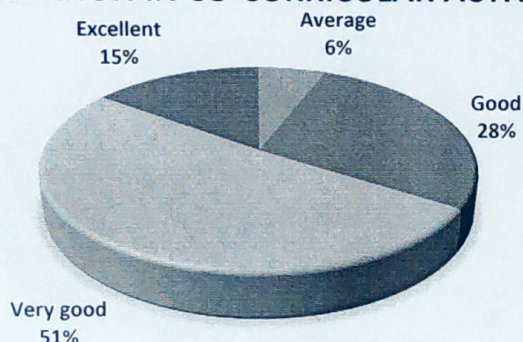
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7. Participation in co-curricular activities

Educators participate in co-curricular activities by acting as facilitators, mentors, and motivators for students. They also play a role in ensuring inclusivity and providing constructive feedback to students. By actively engaging in these activities, educators can help students develop a well-rounded education that goes beyond academics. The response indicated that in percentage terms, 51% very good, 28% Good, 15% excellent and 6% Average.

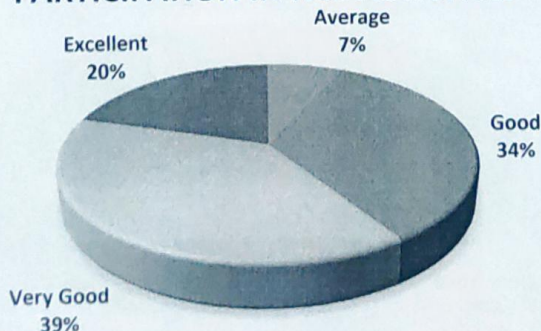
PARTICIPATION IN CO-CURRICULAR ACTIVITIES



8. Participation in NSS activities

Educators' participation in NSS activities provides students with valuable experiences, acting as motivators and supervisors. They guide students in understanding the concepts of social service, teaching necessary skills, and ensuring that activities align with community needs. This involvement offers opportunities for personal growth and community service. The response indicated that in percentage terms, 39% very good, 34% Good, 20% excellent and 7% Average.

PARTICIPATION IN NSS ACTIVITIES

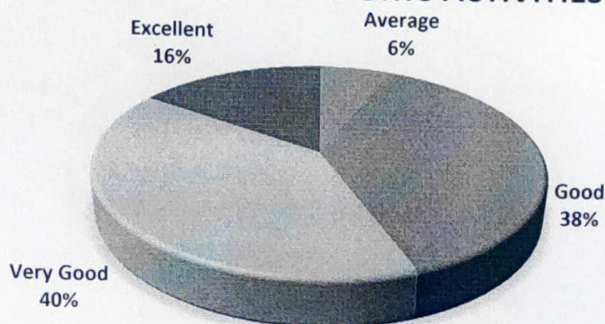




9. Participation in Sports activities

Educators' participation in NSS activities provides students with valuable experiences, acting as motivators and supervisors. They guide students in understanding the concepts of social service, teaching necessary skills, and ensuring that activities align with community needs. This involvement offers opportunities for personal growth and community service. The response indicated that in percentage terms, 40% very good, 38% Good, 16% excellent and 6% Average.

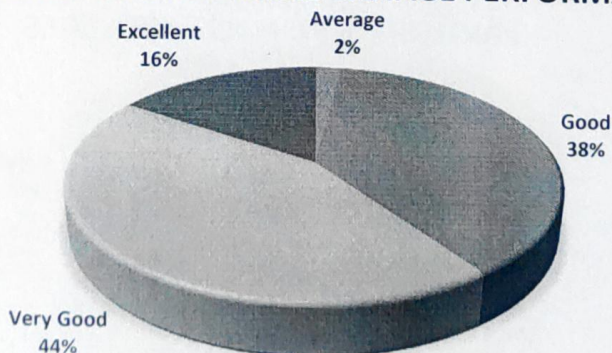
PARTICIPATION IN SPORTS ACTIVITIES



10. Communication skills & stage performance

Educators' regular and punctual participation in sports activities and events helps students understand the rules, regulations, discipline, and various other aspects related to sports. The response indicated that in percentage terms, 44% very good, 38% Good, 16% excellent and 2% Average.

COMMUNICATION SKILLS & STAGE PERFORMANCE





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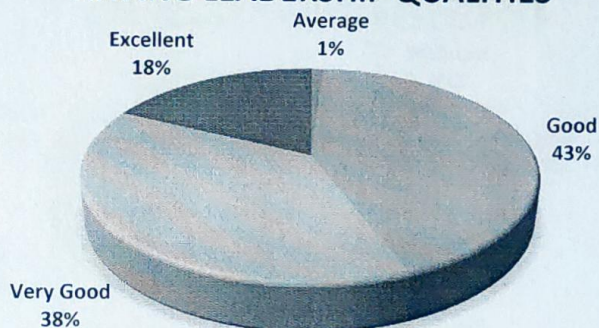
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11. Having Leadership qualities

Educators with leadership qualities provide students with guidance, create supportive environments, prioritize student learning, and actively engage in professional development. They inspire students and offer opportunities to develop their own leadership skills. The response indicated that in percentage terms, 38% very good, 43% Good, 18% excellent and 1% Average.

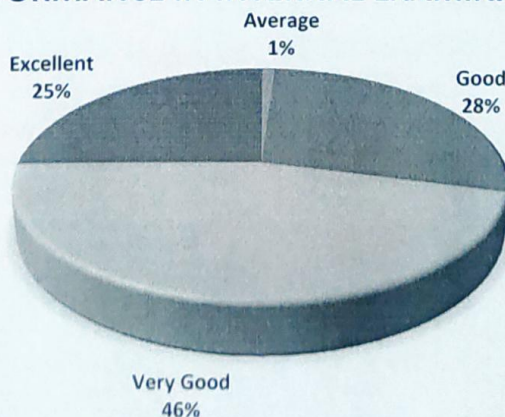
HAVING LEADERSHIP QUALITIES



12. Performance in internal examination

Teacher educator performance in internal examinations is assessed to evaluate their effectiveness in delivering and shaping quality teacher education programs. These evaluations often involve continuous assessment methods like quizzes, assignments, seminars, and projects, in addition to standardized tests. The response indicated that in percentage terms, 46% very good, 28% Good, 25% excellent and 1% Average.

PERFORMANCE IN INTERNAL EXAMINATION

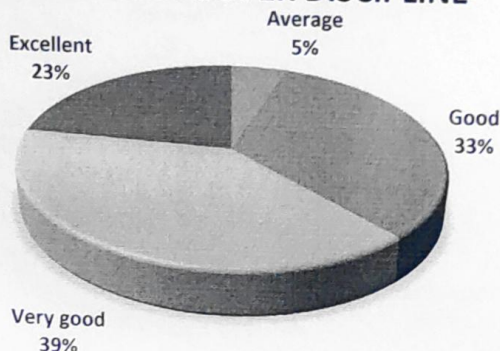




13. Maintains proper discipline

Teacher educators play a crucial role in maintaining proper discipline in the classroom, and this extends to other activities like seminars, workshops, sports, and cultural events throughout the academic year. Here's how they contribute to discipline in each area. The response indicated that in percentage terms, 39% very good, 33% Good, 23% excellent and 5% Average.

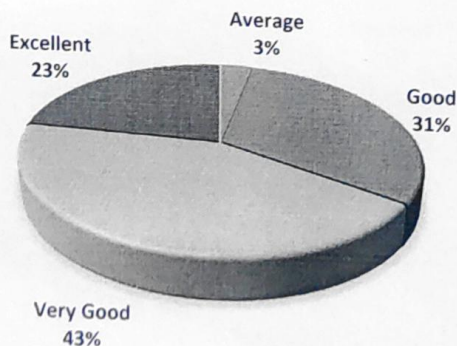
MAINTAINS PROPER DISCIPLINE



14. Active participation & interest in Educational tour/picnic

Active participation and interest in educational tours and picnics are crucial for student engagement and learning. They provide a break from routine, foster socialization, and enhance learning through hands-on experiences. The response indicated that in percentage terms, 43% very good, 31% Good, 23% excellent and 3% Average.

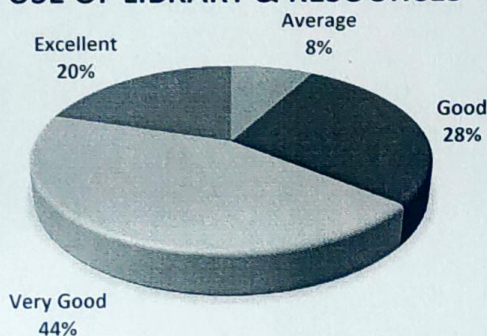
ACTIVE PARTICIPATION & INTEREST IN EDUCATIONAL TOUR/PICNIC



15. Use of Library & resources

Teachers often use libraries and various resources to enhance the teaching and learning process. Libraries provide access to essential materials like books, journals, notes, research papers, online videos, postcards, eBooks, and more. These resources play a significant role in supporting both educators and students, making it easier to access information, engage with the curriculum, and improve the overall quality of teaching. The response indicated that in percentage terms, 44% very good, 28% Good, 20% excellent and 8% Average.

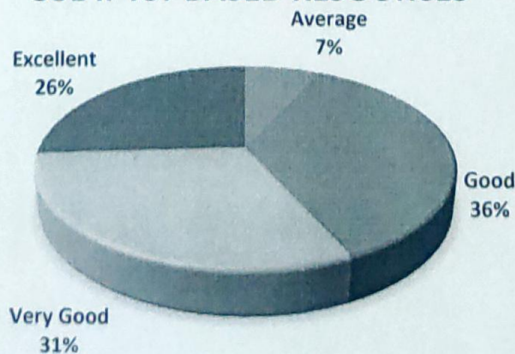
USE OF LIBRARY & RESOURCES



16. Use if Ict based resources

Teacher educators use ICT in classroom teaching, leveraging technology to enhance the learning experience. Tools like smart boards, PowerPoint presentations (PPT), online video broadcasts, and various other digital resources are regularly used. These tools provide a more interactive and engaging way to deliver lessons, allowing educators to present information visually, explain complex concepts, and facilitate discussions more effectively. The response indicated that in percentage terms, 31% very good, 36% Good, 26% excellent and 7% Average.

USE IF ICT BASED RESOURCES





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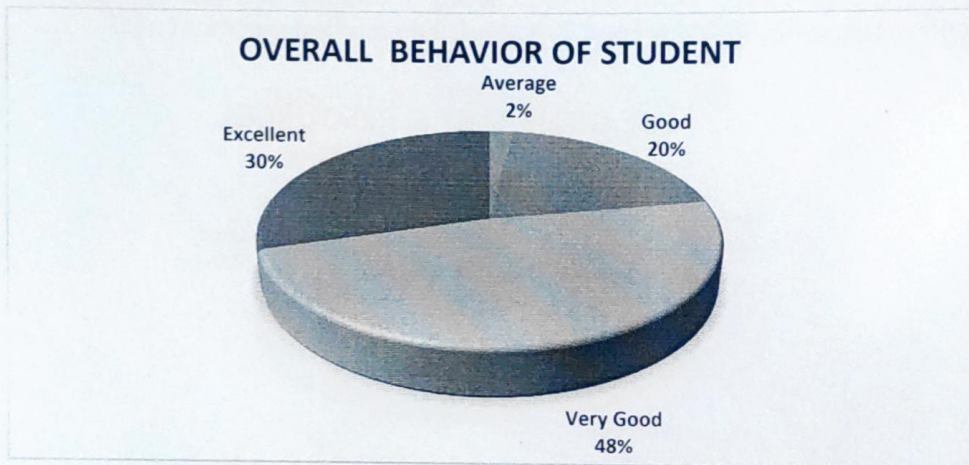
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17. Overall behavior of student

Overall, teacher educators provide students with guidance on various aspects such as discipline, communication skills, teaching practice, punctuality, classroom management, and many other important areas. The response indicated that in percentage terms, 48% very good, 20% Good, 30% excellent and 2% Average.





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FEEDBACK OF PUPIL TEACHERS BY PRACTICE TEACHING SCHOOL PRINCIPAL 2022-2024



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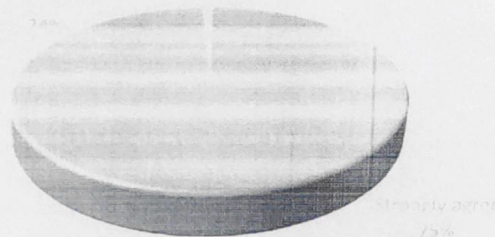
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1. Student were benefitted by the teaching of pupil teachers

It provide the experiences to students teachers in the actual teaching and learning environment. During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession. The response indicated that, in percentage terms, 75% strongly agree, 24% Agree and 1% Disagree.

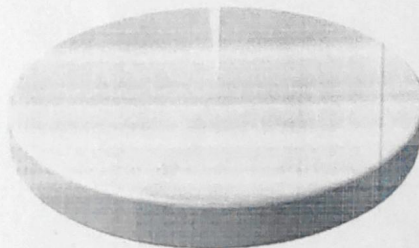
STUDENT WERE BENEFITTED BY THE TEACHING OF PUPIL TEACHERS



2. The course was taught & covered systematically

Curriculum is all of the course of study offered (science, math, reading etc.) And those guidelines for teaching and learning set forth for a particular educational institution. The response indicated that, in percentage terms, 55% strongly agree, 44% Agree and 1% Disagree.

THE COURSE WAS TAUGHT & COVERED SYSTEMATICALLY





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3. Pupil teachers were fully involved in school activities

Pupil teachers were fully involved in school activity like a sports, assembly, cultural activities, and school event. The response indicated that, in percentage terms, 60% strongly agree, 32% Agree and 8% Disagree.

**PUPIL TEACHERS WERE FULLY INVOLVED IN
SCHOOL ACTIVITIES**



4. Teaching was carried out according to the school time table

Pupil teachers observed that school teaching is typically a structure around a time table. The time table serves as a schedule that allocates the daily, weekly activity of the school including the illusion of time for various subjects and classes. The response indicated that, in percentage terms, 53% strongly agree, 44% Agree and 3% No opinion.

**TEACHING WAS CARRIED OUT ACCORDING TO THE
SCHOOL TIME TABLE**





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5. Teaching aids were used during teaching

Pupil teachers prepare teaching aids during their teaching practice. Teaching aids are tools and material used by educators to enhance the teaching learning process making lessons more engaging and easier to understand for a student. The response indicated that, in percentage terms, 40% strongly agree, 53% Agree and 3% No opinion.

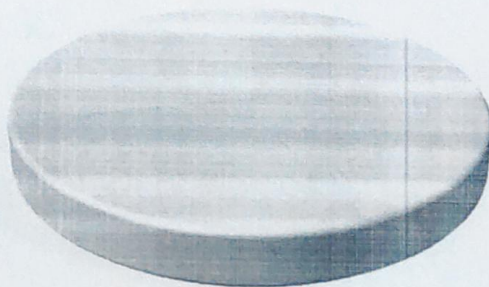
TEACHING AIDS WERE USED DURING TEACHING



6. The behavior of pupil teachers with school staff was good and cooperative

The behavior of pupil teachers with school staff was good - positive interaction, respect, professionalism and cooperative behavior. The response indicated that, in percentage terms, 71% strongly agree and 29% Agree.

THE BEHAVIOR OF PUPIL TEACHERS WITH SCHOOL STAFF WAS GOOD AND COOPERATIVE





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7. The lessons were delivered after proper planning and preparation

The school principal ensures that pupil teachers deliver their lesson plan, teaching aids with proper planning and thorough preparation. The school principal ensures that pupil teachers deliver their lessons with proper planning and thorough preparation. The school principal ensures that pupil teachers deliver their lessons with proper planning and thorough preparation. The response indicated that, in percentage terms, 54% strongly agree, 39% Agree and 5 % Disagree.

THE LESSONS WERE DELIVERED AFTER PROPER PLANNING AND PREPARATION



8. Appropriate teaching methods were used by pupil teachers

Appropriate teaching methods were used by pupil teachers, focusing on creating engaging and dynamic learning environments by utilizing a variety of strategies to address diverse learning styles and needs. The response indicated that, in percentage terms, 54% strongly agree, 42% Agree and 03 % Disagree.

APPROPRIATE TEACHING METHODS WERE USED BY PUPIL TEACHERS





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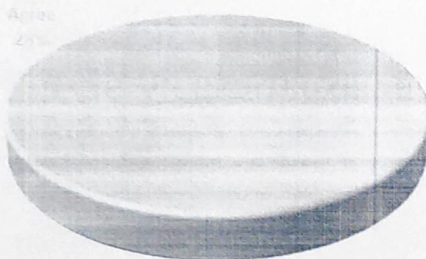
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9. Pupil teachers adjusted well in the school

Pupil teachers adjusted well in the school in various aspects, such as the environment, student interaction, interaction with school staff, and participation in various events. The response indicated that, in percentage terms, 72% strongly agree and 28% Agree.

PUPIL TEACHERS ADJUSTED WELL IN THE SCHOOL



Principal



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FEEDBACK BY ALUMNI STUDENTS 2022-2024



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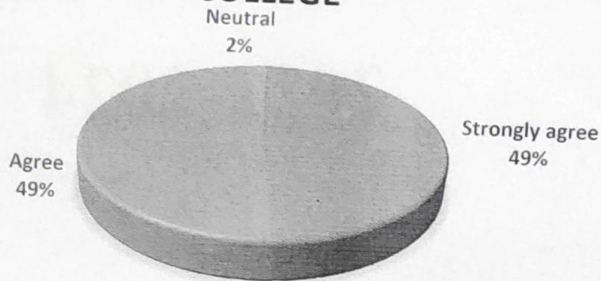
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1. I am proud of having studied in this college

The feedback received on this statement reflects a high level of satisfaction and emotional attachment among students and alumni. A majority of respondents expressed a strong sense of pride in being part of the college. This indicates that the institution has successfully created a positive learning environment, strong academic culture, and lasting impact on its learners. The response indicated that in percentage terms, 49% strongly agree, 49% Agree and 2% Neutral.

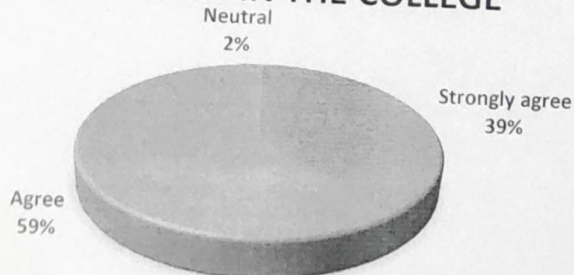
I AM PROUD OF HAVING STUDIED IN THIS COLLEGE



2. I had an enriching and beneficial experience in the college

Alumni shared that their experience in the college was enriching and beneficial, helping them gain strong academic knowledge, professional skills, and confidence for their teaching careers. The response indicated that in percentage terms, 39% strongly agree, 59% Agree and 2% Neutral.

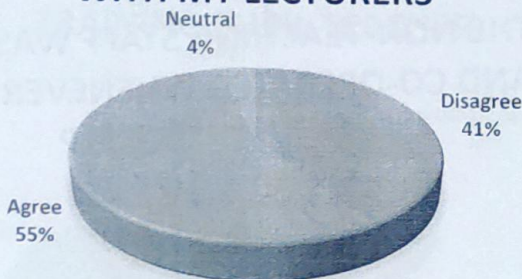
I HAD AN ENRICHING AND BENEFICIAL EXPERIENCE IN THE COLLEGE



3. while in college I had good relations with my lecturers

Alumni mentioned that they had good relations with their lecturers during college. They appreciated the supportive and friendly attitude of the faculty, which created a positive learning environment and encouraged open communication. The response indicated that in percentage terms, 41% agree, 55% Disagree and 4% Neutral.

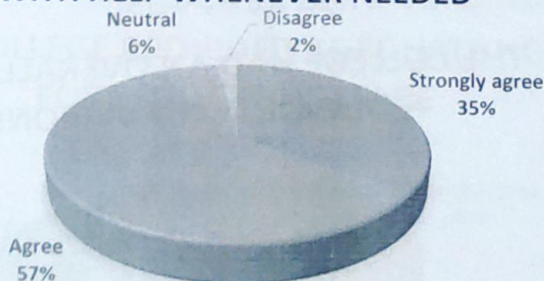
WHILE IN COLLEGE I HAD GOOD RELATIONS WITH MY LECTURERS



4. The teachers were always forthcoming with help whenever needed

Alumni expressed that teachers were always ready to help whenever needed. They appreciated the faculty's approachable nature, constant guidance, and willingness to provide academic and personal support throughout their studies. The response indicated that in percentage terms, 35% strongly agree, 57% Agree, 6% Neutral and 2% Disagree.

THE TEACHERS WERE ALWAYS FORTHCOMING WITH HELP WHENEVER NEEDED





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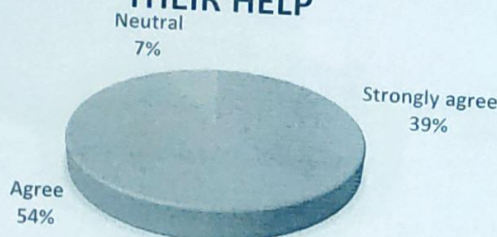
Mobile no. 7763810001



5. The non-teaching staff was supportive and co-operated whenever you needed their help

Alumni stated that the non-teaching staff were supportive and cooperative whenever assistance was needed. They appreciated their helpful attitude and prompt response, which contributed to the smooth functioning of academic and administrative activities in the college. The response indicated that in percentage terms, 39% strongly agree, 54% Agree and 7% Neutral.

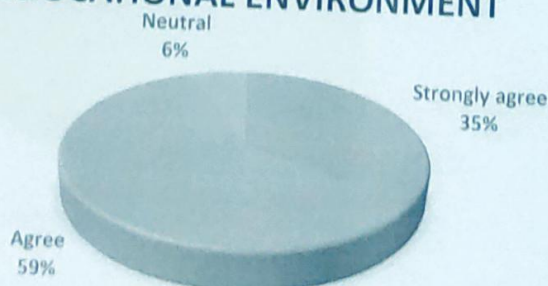
THE NON-TEACHING STAFF WAS SUPPORTIVE AND CO-OPERATED WHENEVER YOU NEEDED THEIR HELP



6. The college had an overall conducive educational environment

Alumni shared that the college provided a conducive educational environment that supported effective learning and holistic development. They appreciated the disciplined atmosphere, well-maintained infrastructure, and supportive faculty that encouraged academic excellence and personal growth. The response indicated that in percentage terms, 35% strongly agree, 59% Agree and 6% Neutral.

THE COLLEGE HAD AN OVERALL CONDUCTIVE EDUCATIONAL ENVIRONMENT



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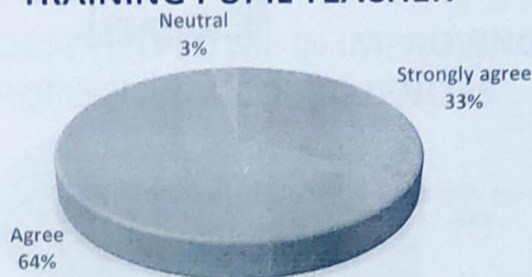
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7. The college had adequate facility for training pupil teachers

Alumni expressed that the college had adequate facilities for training pupil teachers. They highlighted the availability of well-equipped classrooms, teaching aids, and practice teaching opportunities that effectively prepared them for real classroom situations. The response indicated that in percentage terms, 33% strongly agree, 64% Agree and 3% Neutral.

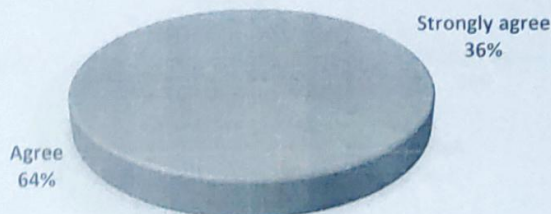
THE COLLEGE HAD ADEQUATE FACILITY FOR TRAINING PUPIL TEACHER



8. The college provided adequate help for student welfare

Alumni mentioned that the college provided adequate support for student welfare. They appreciated the guidance, counseling, and various welfare initiatives that ensured their academic progress, personal well-being, and overall development during the course. The response indicated that in percentage terms, 36% strongly agree, and 64% Agree.

THE COLLEGE PROVIDED ADEQUATE HELP FOR STUDENT WELFARE





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9. The college library has enough resources

Alumni stated that the college library had sufficient resources to support their studies. They appreciated the availability of textbooks, reference materials, journals, and digital resources that enriched their learning experience and aided in academic research. The response indicated that in percentage terms, 48% strongly agree, and 52% Agree.

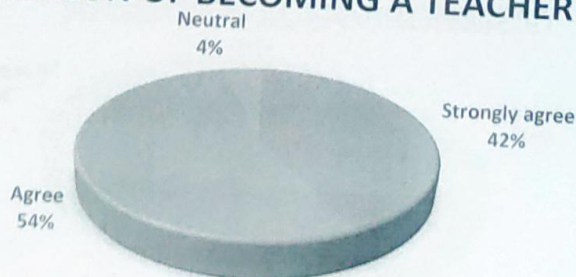
THE COLLEGE LIBRARY HAS ENOUGH RESOURCES



10. This institution helped me to fulfill my ambition of becoming a teacher

Alumni expressed that the institution played a vital role in helping them fulfill their ambition of becoming teachers. They appreciated the quality training, guidance, and practical teaching experiences that built their confidence and prepared them for successful teaching careers. The response indicated that in percentage terms, 42% strongly agree, 54% Agree and 4% Neutral.

THIS INSTITUTION HELPED ME TO FULFILL MY AMBITION OF BECOMING A TEACHER





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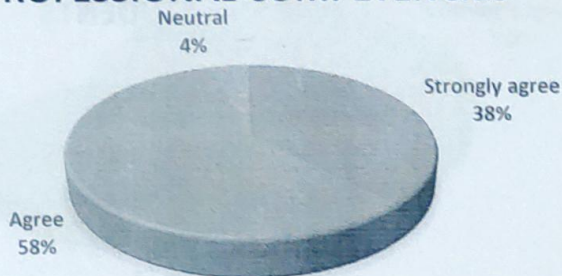
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11. This course helped me in improving my professional competencies

Alumni shared that the course contributed significantly to enhancing their professional competencies. They stated that the curriculum, teaching methods, and training activities helped them develop essential teaching skills, classroom management abilities, and professional confidence. The response indicated that in percentage terms, 38% strongly agree, 58% Agree and 4% Neutral

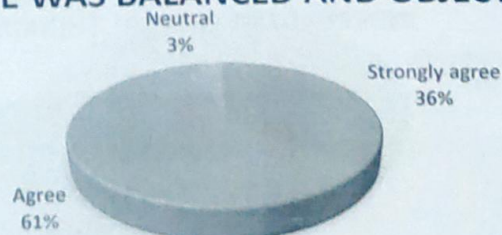
THIS COURSE HELPED ME IN IMPROVING MY PROFESSIONAL COMPETENCIES



12. The internal assessment of this college was balanced and objective

Alumni reported that the college's internal assessment system was fair, balanced, and objective. They appreciated that evaluations were based on performance, participation, and understanding, ensuring transparency and equal opportunity for all students. The response indicated that in percentage terms, 36% strongly agree, 61% Agree and 3% Neutral.

THE INTERNAL ASSESSMENT OF THIS COLLEGE WAS BALANCED AND OBJECTIVE





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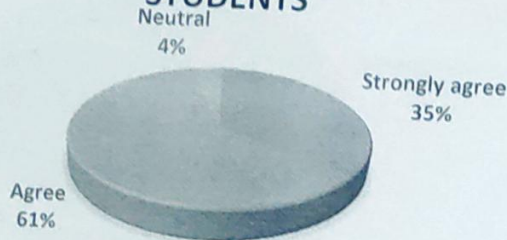
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13. The teacher made a comprehensive evaluation of the teaching competencies of students

Alumni stated that teachers made a comprehensive evaluation of students' teaching competencies. They appreciated that assessments covered lesson planning, classroom delivery, communication skills, and overall professional behavior, ensuring a complete evaluation of their teaching abilities. The response indicated that in percentage terms, 35% strongly agree, 61% agree and 4% Neutral.

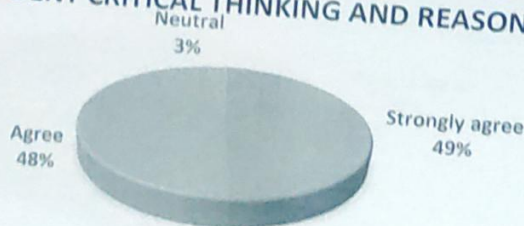
THE TEACHER MADE A COMPREHENSIVE EVALUATION OF THE TEACHING COMPETENCIES OF STUDENTS



14. participation in morning assemblies, workshops, seminars etc were very helpful in developing independent critical thinking and reasoning

Alumni shared that participation in morning assemblies, workshops, and seminars was very helpful in developing independent thinking and reasoning skills. They felt these activities enhanced their confidence, communication, and ability to think critically about educational issues. The response indicated that in percentage terms, 49% strongly agree, 48% agree and 3% Neutral.

PARTICIPATION IN MORNING ASSEMBLIES, WORKSHOPS, SEMINARS ETC WERE VERY HELPFUL IN DEVELOPING INDEPENDENT CRITICAL THINKING AND REASONING

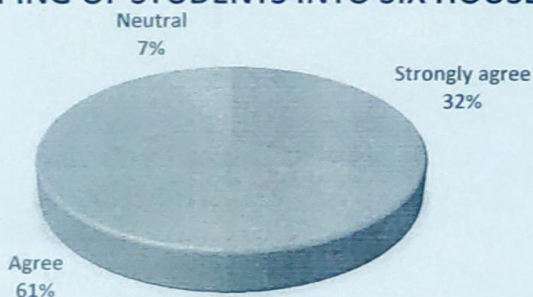




15. Health competition was ensured by the grouping of students into six houses

Alumni mentioned that grouping students into six houses ensured healthy competition within the college. They felt this system promoted teamwork, leadership, and a spirit of cooperation while motivating students to actively participate in various academic and co-curricular activities. The response indicated that in percentage terms, 32% strongly agree, 61% Agree and 7% Neutral.

HEALTH COMPETITION WAS ENSURED BY THE GROUPING OF STUDENTS INTO SIX HOUSES



16. The college organized various extension programmes

Alumni stated that the college regularly organized various extension programs. They appreciated these activities for providing opportunities to engage with the community, develop social responsibility, and apply their teaching skills beyond the classroom. The response indicated that in percentage terms, 44% strongly agree, and 56% Agree.

THE COLLEGE ORGANIZED VARIOUS EXTENSION PROGRAMMES





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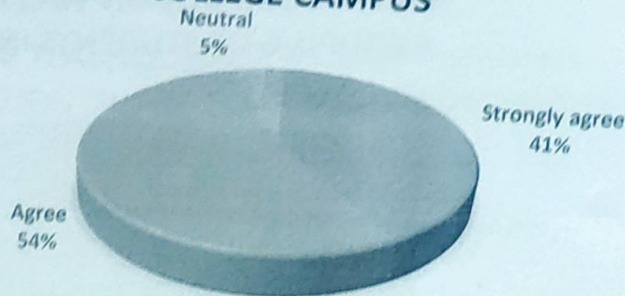
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17. Discipline was properly maintained in the college campus

Alumni expressed that discipline was properly maintained on the college campus. They appreciated the well-regulated environment, which promoted punctuality, respect, and a positive academic atmosphere conducive to learning and personal growth. The response indicated that in percentage terms, 41% strongly agree, 54% Agree and 5% Neutral.

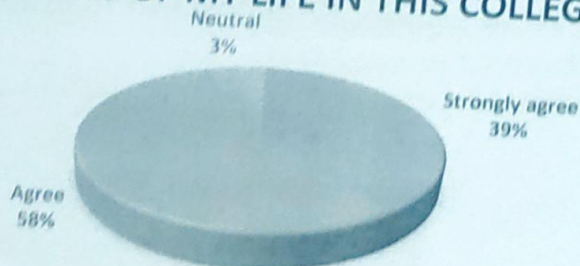
DISCIPLINE WAS PROPERLY MAINTAINED IN THE COLLEGE CAMPUS



18. I often cherished the glorious moments of my life in this college

Alumni shared that they often cherish the memorable and joyful moments spent in the college. They expressed deep emotional attachment and gratitude, recalling their experiences as some of the most valuable and inspiring times of their lives. The response indicated that in percentage terms, 39% strongly agree, 58% Agree and 3% Neutral.

I OFTEN CHERISHED THE GLORIOUS MOMENTS OF MY LIFE IN THIS COLLEGE



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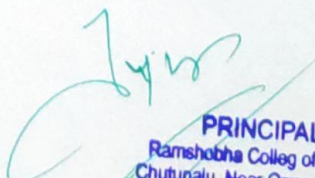
RESULT AND DISCUSSION

Ramshobha College of Education, under the B.Ed. session 2022–2024, feedback was collected from all students. The process included feedback from students, teacher educators, parents, pupil teachers on practice teaching schools, and principals of practice teaching schools on pupil teachers.

As a result, it was found that in the Student Feedback Form, the student profile 48% male and 52% female students. Under Course Feedback, regarding the depth of the course content 70% rated it as very good and 29% as good. Regarding the extent of coverage of the course 41% rated it as very good and 53% as good. Regarding the applicability/relevance to real life situations 50% rated it as very good and 32% as good. Regarding the learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) 69% rated it as very good and 30% as good. Regarding the clarity and relevance of textual reading material 50% rated it as very good and 48% as good. Regarding the relevance of additional source material (Library) 54% rated it as very good and 44% as good. Regarding the extent of effort required by students 44% rated it as very good and 54% as good. Regarding the overall rating 56% rated it as very good and 41% as good in course feedback.

In Teaching – Learning and evaluation feedback, you got an exposure to multiple modes of teaching learning in the college 61% rated it as strongly agree and 38% as agree. Did you get opportunity to learn through internet based sources during your stay in the college? 89% rated it as strongly agree. To what extent did the teaching learning in the college enabled you to be capable of meaningfully adopting ICT based learning sequences for school teaching? 50% rated it as can use all ICT resources with ease and 37% as can use ICT resources in a limited way. How well you were “prepared” for the practice of teaching in schools? 74% rated it as Very well prepared and 25% as satisfactorily. My experience in school during internship was very useful 85% rated it as strongly agree and 14% as agree. The internal evaluation in the college was relevant and impartial 49% rated it as strongly agree and 49% as agree. Overall qualities of teaching and evaluation processes in the college are good? 72% rated it as strongly agree and 28% as agree. The institution makes efforts to engage students in the monitoring, review and continuous quality improvement of the teaching learning process 52% rated it as Strongly agree and 48% as agree in teaching learning.

From Teacher feedback by students, Subject command of teacher in classroom 49% rated it as excellent and 35% as very good. Communication skill in the classroom 42% rated it as excellent and 45% as very good. Teaching the subject matter skill of teacher 46% rated


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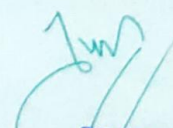
it as excellent, 35% as very good and 18% as good. Punctuality in taking classes of teacher 45% rated it as excellent 43% as very good and 11% as good. Completion of course in time of teacher 42% rated it as excellent, 39% as very good and 18% as good. Proper alternate arrangement of Class in his/her absence of teacher 35% rated it as excellent, 49% as very good and 15% as good in class management.

Methodology of teaching, Use of innovative teaching methods in class 44% rated it as excellent, 43% as very good and 12% as good. Use of teaching aids (OHP, black board, PPT's) of teacher 41% rated it as excellent, 47% as very good and 04% as good. Show the Evaluated Answer Books of class test to the students 41% rated it as excellent, 39% as very good and 11% as good in the class teaching.

Teacher Attitude, Provide various approach towards academic interest of students 49% rated it as excellent, 34% as very good and 16% as good. Helps student irrespective of ethnicity, cultural background and gender 41% as very good and 42% as good. Helps students facing physical, emotional and learning challenges 39% rated it as excellent, 39% as very good and 21% as good in teacher attitude.

Laboratory interaction/ participation, Helps students in exploring the area of study involved in experiment 32% rated it as excellent, 58% as very good and 07% as good. Availability of teacher in the laboratory for whole duration of laboratory hours 38% rated it as excellent, 34% as very good and 24% as good. Mechanism in effectively controlling and conducting the class 37% rated it as excellent, 45% as very good and 16% as good. Having a tendency of inviting opinion and questioning on subject matter from students 49% rated it as excellent, 41% as very good and 08% as good. Skills of identifying inappropriate behavior 45% rated it as excellent, 42% as very good and 12% as good in the laboratory interaction.

It was found that in the Feedback by Students for non-teaching staff, keep complete record of the work behavior 53% superior and 47% good. Pay attention to every details of the work 53% superior, 45% Good and 2% Average. Has desire to improve the performance of work 64% superior, 32% good and 2% Average. Has a good communication skill, organizes and expresses idea & information clearly 64% superior, 28% Good and 8% Average. Is sensitive to the needs & capabilities of others 46% superior, 52% Good and 2% Average. Has pleasant manner & treats other with respect 56% superior, 42% Good and 2% Average. Work on project as part of a team & exchange ideas with other members of the team 57% superior, 42% Good and 1% Average. Help students in solving their problems 64% superior, 33% good and 3% Average for non-teaching staff.

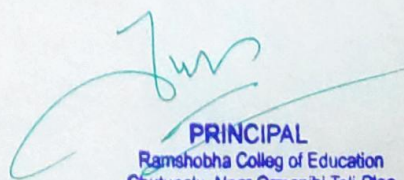

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It was found that in the Feedback by teacher educators Form, The ability of learning in the classroom 43% very good, 44% Good, 10% excellent and 3% Average. Punctuality and regularity in the classroom 48% very good, 28% good and 24% excellent. Using Innovative Teaching practices 54% very good, 33% Good and 13% excellent. Presentation in seminar & workshop 44% very good, 33% Good, 18% excellent and 5% Average. Demonstration of project work in the classroom 56% very good, 26% Good and 18% excellent. Submission of Assignments in the classroom 44% very good, 30% good, 23% excellent and 03% Average. Participation in co-curricular activities in the campus 51% very good, 28% good, 15% excellent and 6% Average. Participation in NSS activities in campus 39% very good, 34% Good, 20% excellent and 7% Average. Participation in Sports activities in campus 40% very good, 38% good, 16% excellent and 6% Average. Communication skills & stage performance during activities 44% very good, 38% Good, 16% excellent and 2% Average. Having Leadership qualities 38% very good, 43% Good, 18% excellent and 1% Average. Performance in internal examination 46% very good, 28% Good, 25% excellent and 1% Average. Maintains proper discipline in campus 39% very good, 33% Good, 23% excellent and 5% Average. Active participation & interest in Educational tour/picnic 43% very good, 31% Good, 23% excellent and 3% Average. Use of Library & resources in college 44% very good, 28% Good, 20% excellent and 8% Average. Uses if ICT based resources in classroom 31% very good, 36% Good, 26% excellent and 7% Average. Overall behavior of student 48% very good, 20% good, 30% excellent and 2% Average in their behavior.

It was found that in the Feedback by parents, the teaching learning environment 43% Excellent, 38% very good and 19% good. Competence and commitment of the faculty 25% Excellent, 48% very good and 27% Good. Provides career oriented programmes 41% Excellent, 42% very good, 16% Good and 1% Average. Co- curricular/Sports activity 33% Excellent, 41% very good, 25% Good and 1% Average. Girl's security in the campus 41% Excellent, 42% very good and 17% Good. Hostel & Mess facilities 21% Excellent, 40% very good, 30% Good and 9% Average. Communication with teaching staff 29% Excellent, 43% very good and 28% Good. Co-operation with teaching staff for pupil teacher 38% Excellent, 35% very good and 27% Good. Infrastructure and Transportation provide college 43% very good, 25% Good and 4% Average. Learning resources such as library, internet and computer provide college 39% Excellent, 43% very good and 18% good. Enhancement of student personality programme 35% Excellent, 38% very good, 26% Good and 1% Average. Support service like Bank, ATM, Cafeteria, Post Office & Laundry 25% Excellent, 28% very good, 23% Good, 19% Average and 5% Poor in support service.




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It was found that in the feedback of practice teaching school by pupil teacher, Children/Student's discipline in school campus 86% Good, and 14% satisfactory. Cooperation by the school principal 82% Good, and 18% satisfactory. Co-operation by the school staff 78% Good, 20% satisfactory and 2% not satisfactory. Cooperation by the non-teaching staff 85% Good and 15% satisfactory. Library Facility in the school 81% yes and 19% No, Laboratories/ICT/I.T Available in school 90% yes and 10% No. Canteen facilities in school campus 46% yes and 54% No. Drinking water facilities in school 93% yes and 07% No, Stationary shop in school campus 28% yes and 72% No during practice teaching school by pupil teacher.

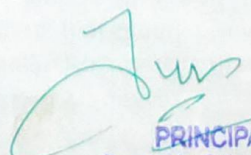
It was found that in the feedback of pupil teachers by practice teaching school principal, Student were benefitted by the teaching of pupil teachers 75% strongly agree, 24% Agree and 1% Disagree. The course was taught & covered systematically in classroom 55% strongly agree, 44% Agree and 1% Disagree. Pupil teachers were fully involved in school activities 60% strongly agree, 32% Agree and 8% Disagree. Teaching was carried out according to the school time table 53% strongly agree, 44% Agree and 3% No opinion. Teaching aids were used during teaching 40% strongly agree, 53% Agree and 3% No opinion. The behavior of pupil teachers with school staff was good and cooperative 71% strongly agree and 29% Agree. The lessons were delivered after proper planning and preparation 54% strongly agree, 39% Agree and 5 % Disagree. Appropriate teaching methods were used by pupil teachers 54% strongly agree, 42% Agree and 03 % Disagree. Pupil teachers adjusted well in the school 72% strongly agree and 28% Agree during practice teaching.


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CONCLUSION

The feedback gathered from parents, teacher trainees, faculty members, and educators has provided a comprehensive overview of the academic and institutional environment at the B.Ed. College. This multifaceted input reflects the collaborative spirit and commitment to excellence that form the foundation of effective teacher education. It shows a well-rounded perspective on the performance, strengths, and developmental needs of the College. This feedback plays a vital role in assessing the current practices and planning strategic improvements. Parents appreciated the college's efforts in nurturing the professional and personal development of their wards. They expressed satisfaction with the emphasis on practical teaching experience, discipline, and the overall growth-oriented environment. Some also suggested enhanced career guidance and placement support to better prepare students for the competitive job market. Teacher trainees (students) valued the learner-centric teaching methods, mentorship by faculty, and the opportunity for hands-on teaching experience during internships. They praised the interactive teaching methods, access to well-qualified faculty, and opportunities for real classroom exposure through teaching practice. However, they also highlighted areas for improvements such as the need for more digital learning tools, modern classroom resources, and access to teaching aids, more seminars and workshops on emerging educational trends and technologies. Faculty members emphasized the importance of continuous professional development, academic freedom, and institutional support. They acknowledged the positive learning culture but also pointed to the need for infrastructure upgrades, timely curriculum revisions, and better integration of ICT in teaching and assessment practices. Educators acknowledged the positive impact of the college's teacher trainees demonstrated strong foundational knowledge, discipline, and enthusiasm for teaching. They praised their subject knowledge,


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communication skills, and eagerness to learn, while suggesting additional focus on classroom management strategies, inclusive teaching, and adaptability to real-world challenges. In conclusion, the feedback process has illuminated the strengths of the college in fostering capable, reflective, and responsible future educators. The college is recognized for its academic rigor, structured training, and student support. It also provided constructive suggestions for further enhancing academic quality, practical exposure, and overall institutional effectiveness. These insights will inform the action plan for future development, ensuring the college continues to evolve as a center of excellence in teacher education, committed to nurturing educators who are prepared to lead, inspire, and transform future classrooms.



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